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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 53 (4) (2022)!

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

The collected papers and their objectives represent researches in linguistics, intercultural communication and education. Among them: the motive of freedom in Jack London's novel «Martin Eden», ontological features of English magical discourse, phraseological units with the ornithonym component, translation strategies of security and life safety texts, female characters in Lesya Ukrainka's and Suad Derviş's stories and others.

The authors in the sphere of education elicit pedagogical aspects of methodological competence of preschool teachers in the system of continuous education, project approach to learning in different countries, value orientation in audio-visual content of national identity, intercultural communicative competence of university students, human personality development in civil society, formation model of Persian speaking competence in interpreters dialogues in the sphere of safeguarding of state security, reading skills formation based on the IELTS materials, formation of communication competence in Ukrainian and Foreign Literature classes.

PNAP also highlights the current problems of modern society, such as responsibility of being a "hipster" in a wartime in Ukraine, the role of youth in youth policy, professional self-actualization model of psychologists experiencing a professional crisis, peculiarities of govtech technologies implementation in the public administration system, as well as problems of interaction of civil society and democracy.

Authors in the sphere of technology, creativity and implementation elicit modern approaches to safety assessment of emergency systems, sustainable production and consumption strategies in Ukraine.

It is a great pleasure to thank our authors, who have already sent their scientific articles to PNAP, and invite and encourage those, who are thinking of submitting their research results to our journal. We would also like to express our particular gratitude to all the members of the Editorial Board, to the reviewers, and those who kindly accepted our proposal to work together and contribute to the creation of PNAP.

Andrzej Kryński

LANGUAGE, CULTURE, COMMUNICATION

METHODOLOGICAL COMPETENCE DEVELOPMENT OF PRESCHOOL TEACHERS IN THE SYSTEM OF CONTINUOUS EDUCATION

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Summary

The article deals with methodological competence as one of the important components of preschool teachers' professional activity the system of continuous education. The content of methodical competence's is considered within the system of three components: scientific-and-theoretical, personal, practical. The objectives of methodological competence development in preschool teachers are achieved in the process of professional training and retraining the system of continuous education. The development of methodical competence by the educators from the pre-school educational institutions in the developed structural-and-functional model is grounded on the basis of developing methodical readiness and educator's personality traits. Two groups of pedagogical conditions were distinguished for the development of methodical competence of the educator in the course of his pedagogical activity: organizational and download. The technology of methodical competence of teachers of preschool the system of continuous education is based on productive professional experience; which will reflect the system level of functioning of methodological, methodical and research knowledge, skills, motivation, abilities and readiness for creative self-realization in scientific-methodical and pedagogical activity as a whole, provides for an optimal combination of methods of professional pedagogical activity.

Key words: methodological competence, preschool teachers, pedagogical conditions, model, technology.

1. Introduction

Within the framework of the modern educational paradigm, the goal of education is the development of personality, the disclosure and development of its abilities. The role of the teacher in the modern world is changing, the scope of his personal responsibility is expanding. A modern teacher must be able to: work in a team, jointly plan educational activities, work in a virtual environment and open educational space, monitor and guide the development of individual children's strides, arrange project-related activities and participate in projects, integrate children with special educational needs, to organize children's activities in an innovative educational environment.

One of the most urgent problems of education is the formation of competence. The idea of the competence approach allows you to answer the question about the necessary result of education for an individual in the context of professional training and lifelong learning *(Skrinjarić, 2022)*. It is the competency-based approach aimed at updating the modern education system, which determines the objective requirements for the development of the education quality assurance system; normative indicators of the quality of education are, in particular, acquired capacities and competence *(Bogush 2022)*.

Methodical competence is one of the important components of the professional activity of teachers at preschool education institutions. Increasing the level of formation of this competence involves the elaboration and implementation of a pedagogical model for the development of methodological competence, the definition of pedagogical conditions for the development of this competence, methods and forms of professional activity organization.

The methodological basis of the study is the psychological and pedagogical provisions on the subject-subject interaction specifics; the theory of personality and its development in the education and upbringing process; methodological provisions on the systematic study of pedagogical phenomena and processes, based on taking into account the provisions of functional-activity, axiological, universal, personality-activity approaches. The implementation of the purpose and objectives of the study involved the application of the following universal methods of scientific research: analysis, synthesis, classification, generalization; study and generalization of work experience of teachers in preschool education institutions for substantiation of methodical bases of development of teachers' methodical competence; theoretical substantiation and creation of a system of work on the development of preschool teachers' methodological competence.

2. Methodological competence of preschool teachers in the system of continuous education

The results of modern research indicate that the competence approach is considered as a way of consolidating different approaches to checking the quality of an educator to determine professional behavior and results; it is the main condition for successful pedagogical activity and high-quality pedagogical education, which contributes to the development of healthy professional capacities *(Kunter, Klusmann, Baumert & Richter, 2013, p. 805)*.

Scientists offer different interpretations of the competence approach *(Czepil, 2021; Edwards & Nicoll, 2013; Lokshyna, 2020; Mogensen & Schnack, 2010; Ovcharuk, 2010; Savchenko, 2020; Sharmahd, Peeters & Bushati, 2018 and others)*. The competence approach in education should overcome a certain detachment of education from the needs of society, will enable the preparation of proactive, independent and responsible members *(Panfilov & Furmanets, 2017)*.

The concept of an educator's professional competence expresses the unity of his theoretical and practical readiness to carry out pedagogical activities and characterizes his professionalism, due to which professional competence is determined by the level of manifestation of professional readiness to implement professional activities *(Sharma, Peeters & Bushati, 2018)*.

The essence of the phenomenon of "professional competence" is considered as the ability to solve problematic situations arising in pedagogical activities, based on the theoretical and

practical readiness of the educator to carry out pedagogical activities; the main characteristics of the professional competence of future educators are: mastery of theoretical knowledge; pedagogical skills; self-improvement and creative work on oneself; using of the newest methods of training and education of children of preschool age *(Kovrey & Bobyrieva, 2021)*.

Methodological competence plays a leading role in the structure of the educator's professional and pedagogical competence, since its maturity allows solving professional tasks in the process of accomplishing educational purposes. The priority of methodical work, the need to develop methodical competence of educators in the system of continuous education is determined by new trends in the information society, related to the accumulation of scientific and methodical attainments and the need to find effective mechanisms for their transfer and use, rapid changes in the didactic-and-methodical support of the educational process in educational institutions.

Contemporary academics study methodical competence as the basis of successful pedagogical activity in the present-day conditions of the organization of the educational process, and the components of the methodical competence's content are associated with the formation of relevant abilities, readiness to constantly learn and improve one's skills *(Savchenko & Lokshyna, 2020).; Ovcharuk, 2010)*; they define methodical competence as a component of scientific-methodological competence, which includes such components as: cognitive, personal-and-reflective, the one related to operational activity, information-and-technological and self-educational *(Tolochko, 2020)*.

Methodological competence of teachers in preschool educational institutions is an integral multilevel professional meaningful characterization of teacher's personality and activities, which is based on effective professional experience; it displays the system level of functioning for methodological, teaching and research knowledge, skills, experience, motivation, abilities and readiness to the creative fulfillment in scientific, methodological and pedagogical activity in general, provides the best combination of professional practices in teaching activity *(Aleksieienko-Lemovska, 2019)*.

New requirements for the quality of pedagogical education imply the need for changes in the organization, content, technologies, and scope of training of future educators of preschool.

3. The concept of development of preschool teachers' methodological competence in the system of continuous education

The theoretical and methodical foundations for developing the professional competence of preschool teachers are concept, model, methodical, psychological and pedagogical conditions, criteria and data of developing the professional competence, methods and shapes of organization the activity.

The concept of development of preschool teachers' professional competence is based on a methodological, theoretical and methodological level.

The key idea consists in the application of the concept of systemic, competence and environmental approaches to developing and implementing models and methods of professional competence of preschool teachers in the system of continuous education, taking into consideration the provisional training and forecasting of the opportunities for further professional growth of the individual.

Methodological level provides continuity and consistency of the process of professional competence of preschool teachers, reflects the relationship of the key provisions on the

organization of activity and is based on a number of scientific approaches (systemic, competence, environmental) and principles.

Systematic approach reflects the overall relationship and interdependence of phenomena and processes of reality, focuses on the need to perceive the phenomena of life as systems that have a structure and operate based on their laws. The essence of the systems approach lies in the fact that relatively independent components are considered not in isolation but in their relationship, development and movement.

Competence approach allows perceiving the development of professional competence formation of preschool teachers as a gradual process of gaining knowledge, practical skills of organization activity work, emotional and value attitude that correspond to the needs and requirements of the in the society.

Environmental approach it provides for the creation of a special environmental management development process ensures the passage of such basic procedures: creating environments; filling inversion environment niches aimed at restoring understanding of the environment. System actions targeted at the environment must convert it into a means of targeting complex personality. Environment discloses these or other possibilities for personal development.

Methodological reference points appear to be the principles of consideration of individual and collective forms of work, outstripping reaction, performance, sequencing, problematic, professional expediency.

The principle of combining individual and collective forms of work. According to the number of participants, the following forms of work can be distinguished: personal (single person or with the participation of two partners who are in different institutions, organizations, regions, countries); paired (between pairs of participants); group (between groups of participants). The modern interpretation deepens this principle associated with personal and individual orientation, relying on the individuality of each person, up to the definition of individual learning paths with the right to choose the level and methods of mastering the programs, with the wider use of computer programs, but with the inclusion of each in collective forms of work.

The principle of productivity is due to the essence of professional activity and its focus on the mandatory result receipt – product creation.

The principle of productivity emphasizes the pragmatism of the preschool teachers' activity, the obligatory orientation towards obtaining a result that has applied significance. In other words, towards the "product design" of the design process results.

The step-by-step principle is determined by the essence of professional activity, since each issue of organizing activity involves the passage of certain stages. The principle of step-by-step specifies the idea, which is expressed in the definition of stages and resources, means and methods of achieving the result, in the creation of a specific program of action and each subsequent action is based on the results of the previous one.

The basis of the principle of the problematic is made up of three important interrelated components: the problem, problem task; problem situation.

The principle of professional expediency is one of the basic principles in the development of the preschool teachers' professional competence. The implementation of this principle presupposes a wide variety of content and forms of the activity process.

One of the key concepts of organization of activity is the function. We single out the following functions the preschool teachers' professional competence: gnostic, prognostic, organizational, communicative and reflexive.

Communicative component is communicative compatibility, ease and confidence in communication, psychological contact, ability to conduct a dialogue with subjects of professional

communication, flexibility in mastering new roles in the group, kindness in communication, social and communicative individuality.

Organizational component is openness, self-management, motivated activity, proactivity in creating a barrier-free environment, authoritarianism, tolerance, reflexivity.

Gnostic component is the general culture of the individual, critical thinking, independence in learning new things, ability to find and vary new knowledge, ability to generalize professional and social experience, cognitive activity, information culture.

Constructive component is a sensitivity to changes, ability to design one's own activities taking into account professional standards, ability to correct own actions and behavior, ability to search and choose alternatives, purposefulness and perseverance in construction of professional activity, ability to design a barrier-free space, pluralism, etc.

4. Modelling the process of methodological competence's of teachers of preschool educational institutions the system of continuous education development

The increase of formation's level of the methodological competence of teachers of preschool educational institutions the system of continuous education involves the development and implementation of a pedagogical model for development education' methodical competence.

A structural-and-functional model is an artificially generated object in the form of a diagram, physical designs, semiotic forms and formulas, which represents a generalized perspective of the structure, properties, correlations and mutual relationships between this object's elements.

The modelling method includes the object's building, analyzing and studying. The modelling method's integrity enables the combination of empirical and theoretical in pedagogical research.

A number of methodical provisions were considered during the model's elaboration: the model impartially represents this or other process or phenomenon; the content's richness of the phenomenon under study is represented in the essential features, components, relations; the main link of the model is formed by contradictions.

The goal of our study is most consistent with the structural-and-functional model, which is based on the essential connections and relations between the most important components of the system.

The model enable you to separate the interrelated components: purpose, task, pedagogical conditions, principles, functions, stages, forms and methods of methodical work, criteria, indicators and levels of development.

We single out the following components:

– the purpose – methodological competence development of teachers of preschool education the system of continuous education;

– the task – study and generalization of work experience of teachers in preschool education institutions for substantiation of methodical bases of development of teachers' methodical competence, theoretical substantiation and creation of a system of work on the development of preschool teachers' methodological competence;

– the pedagogical conditions – two groups of pedagogical conditions were distinguished for the development of methodical competence of the educator in the course of his pedagogical activity: organizational and personal;

– the principles – of consideration of individual and collective forms of work, outstripping reaction, performance, sequencing, problematic, professional expediency.

One of the key concepts of the structural-and-functional model are functions. We single out the following functions the preschool teachers' professional competence: gnostic, prognostic, organizational, communicative and reflexive.

The stages: 1 – diagnostic and designing, 2 – productive and activity, 3 – analytical and final.

The forms and methods of methical work:

Interactive lectures and practical classes on the discipline "Organization of methodical work at preschool education institutions" and methods of preschool education; industrial practice, the use of game elements through the creation of problematic imaginary situations, round tables, network projects, presentations of lesson notes and methodical developments, creation of a methodical box;

Skype conference, round table "Regulatory and legal support of methodical activity", inspection-and-methodical practice, role-playing and business games, educational and training seminars, project development, creation of reflective maps;

Pedagogical meetings, the network community's formation, methodists associations, the creation of a virtual creative group for the professional development of educators, the creation of a website, the use of ICT (information computer technology) in professional activities, the conduct, analysis and introspection of open classes.

The efficiency of methodical competence's development by the educators at the establishments of preschool education is ensured by the following structure of the model:

– didactic complex of development of the methodical readiness by the educator: the program of skill advancement and methodical recommendations for its implementation, diagnostic tools for monitoring, electronic base of pedagogical experience and regulatory support of the educator's innovative activity;

– stages of implementation of the didactic complex (diagnostic and designing, productive and activity, analytical and final);

– parameters of methodical readiness (scientific-and-theoretical component and practical component), along with time-deferred results;

– systemic perception of pedagogical reality, the ability to integrate with the different pedagogical experience, the need for self-education.

The development of methodical competence by the educators from the pre-school educational institutions in the developed structural-and-functional model is grounded on the basis of developing methodical readiness and educator's personality traits of preschool educational institutions the system of continuous education development.

The content of methodical competence's components is considered within the system of components: cognitive component, personal component, activity component, reflexive component.

5. The criteria and data of developing the professional competence of preschool teachers

Speaking about the problem of determining the level of methodical competence development of preschool teachers, it is necessary to clarify the meaning of the analyzed concept. In pedagogical science, the level of formation of certain personal education is determined by a number of criteria as optimal samples for comparison with real phenomena. By comparing

with the criterion of real phenomena, it is possible to establish the degree of their conformity, approximation to the norm, the ideal.

In this study, the concept of "level" considered as the degree, magnitude of the development of a particular pedagogical phenomenon, the fact of its differentiation or classification. In this study, the criterion, we considered as an ideal sample expressing the highest, most perfect level of the phenomenon being studied.

To determine the level of methodical competence development of preschool teachers, we selected the following objective criteria: motivational, cognitive, technological, reflexive.

The choice of the motivational criterion is due to the presence of motivation for methodical work, abilities and readiness for the creative self-realization of the teacher in the methodological and pedagogical activity.

The choice of the cognitive criterion is due to the need to reflect in the professional activity of the educator the system level of functioning of methodological, methodical and research knowledge, the ability to update them in case of need.

The technological criterion was chosen based on the need for the teachers to develop professional and methodological skills and skills of the teacher in the field of methodology, ability to optimally combine the methods of professional pedagogical activity, their own effective professional experience of teachers' methodological work in preschool educational institutions.

The choice of the reflexive criterion is connected with the need to analyze one's own activities with the aim of self-improvement.

The state of development or the level of a criterion is fixed by indicators that represent phenomena or events by which one can judge the dynamics of a certain process; the use of indicators makes it possible to assess the quality and level of development of certain personal education.

For each of the specified criteria, within the framework of the study, appropriate indicators were selected allowing to determine the correspondence of the level of formation of one or another personal education in the structure of the methodological competence of preschool education teachers:

– Indicators of motivational criteria: sustainable motivation and interest in methodical work, readiness for creative self-realization in methodical activity;

– Indicators of cognitive criteria: awareness of the forms, methods, techniques of methodical work, knowledge of modern technologies of methodical work in a preschool educational institution;

– Indicators of technological criteria: availability of professional and methodological skills; ability to optimal combination of methods of professional pedagogical activity; indicators of the reflexive criterion: the level of development of methodical reflection; the ability to self-analysis and self-esteem.

Based on certain criteria and indicators, the levels of methodical competence development of preschool teachers are characterized: basic, productive, creative.

The basic level of development of methodological competence was inherent in teachers of pre-school educational institutions, who are knowledgeable with the forms, methods and techniques of methodological work, with modern technologies of methodical work in a preschool educational institution, professional-methodical skills formed. At the same time, their motivation and interest in the methodological work fragmentary; they not ready for creative self-realization in methodological activity, the optimal combination of methods of professional pedagogical activity, self-analysis, and self-assessment; the level of formation of methodical reflection low.

Sustainable motivation and interest in methodological work, awareness of forms, methods, techniques of methodical work are characteristic of the productive level of development of methodical competence; knowledge of modern technologies of methodical work in a preschool educational institution; availability of professional and methodological skills; ability to self-analyze and self-esteem. Respondents of this level are not always ready for creative self-realization in methodological activities, the level of formation of methodical reflection insufficient.

The creative level of development of methodological competence development of preschool teachers – knowledge of modern technologies of methodical work in a pre-school educational institution; presence of professional and methodological skills; awareness of the forms, methods, techniques of methodical work; sustained motivation and interest in methodological work; readiness for creative self-realization in methodical activity; ability to optimal combination of methods of professional pedagogical activity; the ability to self-analyze and self-esteem, a sufficient level of development of methodical reflection.

Diagnostics of the level of methodical competence development of preschool teachers took place On the basis of certain criteria, indicators and levels.

6. Pedagogical conditions for methodological competence development of teachers of preschool education

The results of the problem's study, pertaining to the development of methodical competence of educators at preschool educational institutions made it possible to establish that the improvement of this tendency depends on the totality of pedagogical conditions.

There are several attitudes regarding the definition of "pedagogical conditions". Scientists consider them to be a productive constituent of the pedagogical system, a set of interrelated and mutually determined measures, aimed at achieving a specific pedagogical purpose *(Marusynets, 2015)*. Other researchers emphasize that the term "pedagogical conditions" refers to all components of the educational process: goals, tasks, content, forms, principles, methods, means *(Vitvytska, 2022)*. This concept is used in relation to the holistic educational process when characterizing the pedagogical system or its components.

Pedagogical conditions, according to researchers, are specially created in the educational process in order to increase its effectiveness and efficiency or implement innovations. The development of a truly efficient pedagogical model required the study of the true formedness level of educators' methodical competence. Two groups of pedagogical conditions were distinguished for the development of methodical competence of the educator in the course of his pedagogical activity:

– *Organizational:*

1) Creation of a stimulated environment, containing a mass media sphere, supply of materials and machinery, aimed at the mastering of modern educational technology by educators. Mastering of professional skills promote self-realization of a personality by involving an active interaction with the external environment, in particular, systematic use of multimedia educational technologies allows increasing the efficiency of professional training of specialists in accordance with modern requirements of the society *(Bakhmat, Dudka, & Liubarets, 2018)*.

2) Implementation of differentiated complete methodological support of the educator's professional activity. The wording of "methodical support" of the educational process envisages the subject-subject relations of the participants of the educational process in the preschool,

the help and support of those steps of teachers, which are aimed at optimizing the educational process in the preschool institution, after all the traditional forms of methodical work with teachers are not effective today and need to be revised and modified both in terms of content and form *(Basiuk & Kovalenko, 2021)*.

3) Structuring of the process for skill enhancement by the school teachers, established subject to compliance with the initial level of their competence, by means of creating an individual route, participation in online communities, strengthening the role of efficiency monitoring during the skill enhancement of educators. The development of pedagogics' professionalism takes place in the system of continuous education, the process of transfer of pedagogical technologies is observed, the purpose of which is to expand the resource base of the technological support of the educational process, directed at the creation of educational practices that enhance the quality of scientific and educational activities and the ensure the openness of the mentioned system, the continuity of education, the flexibility of the educational process *(Zhorova, 2019)*.

– *Personal:*

1) Development of a value-based attitude towards the pedagogical activity, established on grounds of integrating the educator's personal position and his own general cultural psychological-and-pedagogical, methodological and methodical attainments, actualization of his individual experience. The problem of forming values is closely connected with the task of developing individual humanistic needs which a person possess from his early fays. Humanistic needs (a need of emotional contact, a need of respect, a need of self-actualization and self-realization) are the base of forming values and humanistic traits, being the strongest driver for their development. Value structures exist across culturally diverse groups, suggesting that there is a universal organization of human motives, but even if the types of human motivation that values express and the structure of their relations are universal, individuals and groups differ substantially in the relative importance they attribute to particular values, that is their value priorities or hierarchies differ *(Schwartz, 2010)*.

2) Inclusion of an educator into active creative interaction within the systems "educator – child", "educator – educator", "educator – educator-methodologist (or another person providing support of methodical activity in the educational institution)", "educator-parents" on grounds of "subject-subject" relations. Pedagogical excellence is defined as the highest level of professional pedagogical activity and is a manifestation of creative activity of the individual *(Maksymenko, 2020)*. Pedagogical excellence of the educator is determined by their abilities, which are an important prerequisite for mastering pedagogical profession and an element of the structure of pedagogical skills of the teacher of the preschool educational institution. The presence of abilities ensures successful mastery of professional knowledge and skills. Pedagogical creativity in the structure of professional competence is determined by the personal component as a self-realization of the teacher, awareness of themselves as a creative individuality, identification of individual ways of their professional growth, creation and maintenance of a program for self-improvement.

3) Self-reflection of pedagogical actions at different stages of activity (self-analysis and self-evaluation). The reflection is one of the main components of innovative process of learning, due to which the consciousness appears to be an active tool of self-organization of a personality; the necessary conditions for the creation of educational and reflective environment is the promotion of innovative activities, which is an feature of activities, the complex relationships of the common culture and creative potential *(Levsheniuk, 2019)*. In the process of reflection the self-knowledge, self-development and self-regulation of personality are provided. Reflection

involves self-control, consciousness of action. Methical work has a potentially reflective character, during which the college teacher carries out self-analysis of his own attitude to professional activity, assimilates its means and methods *(Denha, 2022)*.

So, the determined pedagogical conditions are expected to represent an aggregate of educational and material-and dimensional environment, as one of the pedagogical system's components; the mentioned environment influences personal and procedural aspects of the system, ensures its efficient functioning and amplification.

7. Conclusions

Thus, the analysis of the results of the introduced technology proved that the development of methodological competence of preschool teachers will be effective, if a multi-level organization of methodological work is ensured: at the strategic level – training of personnel, study of the experience of educators' practical work, represented in mass media and periodicals; at the tactical level – changes in approaches to the organization of methical work in preschool educational institutions, methical training of educators; at the operational level – direct organization of methical work, updating methods and techniques of methical work; updating the content of the educational discipline "Organization of methical work"; the use of diagnostic complexes for the purpose of monitoring the quality of the methical work's organization in modern preschool educational institutions.

The research results, obtained experimentally do not exhaust all scientific prospects for further authoring developments, among which the following can be prioritized: the search, definition and implementation of new methods of developing the methodological competence of educators at preschool educational institutions in the system of continuous education, which is based on modern scientific approaches, general pedagogical and methical principles, it takes into account the specifics of training and retraining of educators for the specified type of professional-and-pedagogical activity.

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THE MOTIVE OF FREEDOM IN JACK LONDON'S NOVEL «MARTIN EDEN»

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Summary
Jack London used a variety of motives in his works: mythological motives, the motive of adventure, the motives of friendship and love, the motive of lust for profit and true humanity, and also, the motive of freedom takes honorable place in this list. Freedom is a magnificent word, and it is also main purpose for humans, even if it might not be the only one. The freedom is not philosophical speculation, but the possibilities for human action under the restraints of existential conditions in real life. Free people are not abstract concepts, but real individuals in real life, because this is precisely what concerns literature. Due to the individual's numerous difficulties in socialized life, how to obtain freedom, that is, the possibility of choice for the individual in life, has been an important topic in literature from ancient times to the present. From this another topic is produced, so-called fate and whether it can be predicted.
The philosophical question of what is freedom and how to use it in real life is very popular in literature. «Martin Eden» by Jack London offers insights on the American social class structure during the early- to mid-20th century, which is still relevant today. The protagonist is a representative of the lower-class, having worked a blue-collar job before deciding to become a writer. The motive of a person's destiny is broad and multifaceted, it is closely related to the motives of fate and the motive of freedom. A person's destiny can be influenced by character, human values, and fate. The desire for freedom is one of the important factors that influence a person's destiny.
Keywords: Jack London, the motive of freedom, Martin Eden, social belonging, work class.

1. Introduction

The iconic American novelist, short story writer, journalist and social activist. Jack London was born in San Francisco, California on January 12, 1876. Works such as The Call of the Wild (1903), The Sea-Wolf (1904), White Fang (1906), The Iron Heel (1908) and Martin Eden (1909) have all remained firm favourites among readers both in America and around the world. However, in contrast to much other popular fiction, these books by London have also acquired an iconic status as modern literary classics.

In a similar vein, Andrew Sinclair, one of London's many biographers, also pointed to the impact this continued popular appreciation of London's work has had on the critics: «In the past decade, intellectual fashion and literary criticism have begun to resurrect Jack London as a great American author, whom the people have never forgotten». More recently, Alex Kershaw locates London's lasting appeal in the fusion of life and work that lies at the heart of his writing: «That millions around the globe still read his books is testament not only to the brilliance of his descriptive imagery […] Above all, what keeps Jack London alive – long after his death – is the passion and energy with which he lived, and which still sustains his best prose» *(Schwebel M. 2009).*

2. Creativity of Jack London

Jack London had working-class origins and this fact influenced on his writing and it makes him such an unusual American author in the twentieth century. Irving Stone writes in particular of the decisive effect London's formative years had on him: He was raised in poverty, he knew hunger and deprivation, he had learned harrowing lessons about the fate of the labouring man *(Paul, R., 2010).*

Jack London possessed, to an extreme, the characteristics associated with creativity. A newsboy already at the age of 10, he was self-assertive and self-reliant. A Yukon gold prospector, he was motivated by internal, rather than external, rewards to go northward and suffer the hardships of the journey and the work to fill his notebook with characters and storylines, and exhibited no inhibiting fear. As a writer, from his young years he was powerfully motivated and had enormous egostrength to maintain his disciplined schedule. His way of life exhibited openness to new experience, a diversity of interests, and a tolerance of ambiguity. In his young life, and the later years as author and speaker taking unpopular stands, he exhibited courage to a high degree *(*Schwebel *M. 2009).*

Jack London used a variety of motives in his works: mythological motives, the motive of adventure, the motives of friendship and love, the motive of lust for profit and true humanity, and also, the motive of freedom takes honorable place in this list. Freedom is a magnificent word, and it is also main purpose for humans, even if it might not be the only one. The freedom is not philosophical speculation, but the possibilities for human action under the restraints of existential conditions in real life. Free people are not abstract concepts, but real individuals in real life, because this is precisely what concerns literature. Due to the individual's numerous difficulties in socialized life, how to obtain freedom, that is, the possibility of choice for the individual in life, has been an important topic in literature from ancient times to the present. From this another topic is produced, so-called fate and whether it can be predicted.

The philosophical question of what is freedom and how to use it in real life is very popular in literature. The individual living in a specific society is continuously subjected to a variety of regulations from politics, ethics, customs and religion, and also from family, marriage and sexual relationships that impose numerous restrictions on the individual's action. In modern societies since the 20th century, totalitarian politics and ideology especially have regulated people's actions, and furthermore even shackled their thinking.

One Spanish writer and professor of Spanish literature at the University of Girona wrote: «The novel enjoys a freedom that no other literary genre enjoys. This is a privilege, and perhaps also a guarantee of its sustainability, on condition that we know how to make the most of that freedom». The popular American author Jack London used the motive of freedom in his novels a lot. He used this concept in his creativity both for writting and plot. We mean, that Jack London's novels are full of facts, the simple words, the pictures of real life, he described a real life. And the same time, the motive of freedom was used in the plot, we can notice it in dialogues, heroes' actions and descriptions of events (Lackner M., Chardonnens N. 2014).

3. Autobiographical novel «Martin Eden» by Jack London

Can a Cinderella become a Princess? Or should she have a noble family to be a Princess? The answers on these questions we can find in a modern Cinderella tale «Martin Eden» by Jack London.

Jack London's novel Martin Eden (1909) centers on the character Martin Eden, a poor young sailor who has grown up in a working-class family without receiving any education: «The one opened the door with a latch-key and went in, followed by a young fellow who awkwardly removed his cap. He wore rough clothes that smacked of the sea, and he was manifestly out of place in the spacious hall in which he found himself. He did not know what to do with his cap, and was stuffing it into his coat pocket when the other took it from him» *(Martin Eden, 1909).* «Martin Eden» by Jack London offers insights on the American social class structure during the early- to mid-20th century, which is still relevant today. The protagonist is a representative of the lower-class, having worked a blue-collar job before deciding to become a writer.

He falls in-love with a young woman from the upper-class society of San Francisco: «And then he turned and saw the girl. The phantasmagoria of his brain vanished at sight of her. She was a pale, ethereal creature, with wide, spiritual blue eyes and a wealth of golden hair. He did not know how she was dressed, except that the dress was as wonderful as she. He likened her to a pale gold flower upon a slender stem. No, she was a spirit, a divinity, a goddess; such sublimated beauty was not of the earth» *(Martin Eden, 1909).* Martin dreams of being a writer and rising in the ranks of social class to show the world and his love Ruth what he can do. He goes to the library and teaches how to write poems. Ruth actively helps him, trying to remake him for the people of her society. The main problem, that girl does not really believe in the success of Martin's plans. Ruth advises him to go to school, but Martin Eden fails all exams except grammar. Ruth is disappointed, but Martin does not give up his attempts to become a writer. Martin is very persistent, he rents a typewriter and learns to use it.

The protagonist of the novel «Martin Eden» liked a book by the philosopher Herbert Spencer, which completely changes his outlook on life. His love, Ruth does not share this passion for Spencer's work, but she does not interfere with Martin either. The main character reads her works to her, but Ruth easily finds formal flaws in them, she can't see Martin's talent. The main hero tries himself in various genres, but not one of his lines is printed. He hasn't got any money to live. It gets to the point that Martin pawns his coat, watch, bicycle and even starts to starve. Suddenly, a well-known magazine decides to publish one of the works of Martin Eden, but for this he is willing to pay only $ 5. After that, suddenly, he started to get money from various magazines for the publication of his work.

4. The motive of freedom

Mykhailo Pylynskyi in his work described the concept of freedom: «Firstly, since God created people as equals, this implies that no one has jurisdiction or dominion over another. Thus, the freedom is an ability to act according only to own will, without the will or authority of another person. A second explanation is founded on the idea that, as God created people, we are all his property and so only He could take away what was given – life, possessions, or freedom. Thirdly, the idea of freedom is tightly connected with the philosophy of property, as possessions» *(Pylynskyi M., 2020).*

When Martin was a sailor, he had more freedom. When he started his career as a writer, there were industry and social pressures. However, he soon found that being a writer was more difficult than being a sailor. The writing process is lonely and the publishing industry, he soon found out, was corrupt and exploitative. Finally, Martin realizes that he only loved the image that he himself created from the girl. The main character buys an island in the Marquesas Islands and goes there to live in a hut.

The author describes the strict conditions that society makes on the art and literary world. When he was being rejected by publishing companies, and the woman he fell in love with began to lose faith in him, he realized that people's perception of others is fickle. When he became successful, his detractors, including Ruth, acted as if they had always supported him.

The motive of social belonging is a very important topic in the novel. Martin is a sailor from a working class background, who feels uncomfortable but inspired when he first meets the bourgeois Morse family. He loves Ruth Morse, that's why he started the program of self-education, with the aim of becoming a famous writer and winning Ruth's hand in marriage. As his education progresses, Martin finds himself increasingly distanced from his working class background and surroundings. Eventually, when he finds that his education has far surpassed that of the bourgeoisie he used to look up to, he finds himself more isolated than ever. In this novel Jack London implements a very important idea of destiny of man.

The motive of a person's destiny is broad and multifaceted, it is closely related to the motives of fate and the motive of freedom. A person's destiny can be influenced by character, human values, and fate. The desire for freedom is one of the important factors that influence a person's destiny. A free person chooses his destiny freely, neither society nor origin can influence him. Motives of freedom are used in Jack London's novel, the writer emphasizes that the main hero is free, because he can choose his destiny. At first, Martin was a sailor, then he started self-education and became a writer, disillusioned with high society, he becomes a sailor again... and he committed suicide: «Turning off the light in his room so that it might not betray him, he went out the port-hole feet first. His shoulders stuck, and he forced himself back so as to try it with one arm down by his side. A roll of the steamer aided him, and he was through, hanging by his hands» *(Martin Eden, 1909).*

5. Conclusions

Jack London used a variety of motives in his works: mythological motives, the motive of adventure, the motives of friendship and love, the motive of lust for profit and true humanity, and also, the motive of freedom takes honorable place in this list.

The freedom is not philosophical speculation, but the possibilities for human action under the restraints of existential conditions in real life. Free people are not abstract concepts, but real individuals in real life, because this is precisely what concerns literature.

So, in the novel «Martin Eden» by Jack London the author uses different motives, one of the often used is motive of freedom. We can notice the features of freedom everywhere, in hero's actions, author's thinking about destiny and, even, in the final of the novel. When Martin realized that his writing career was built on illusions of celebrity and synthetic social relationships, he decided to commit suicide. The novel also examines how individuals perceive their place in society and how to try to change it. It shows their individual and freedom to think broader and deeper.

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PROJECT APPROACH TO LEARNING: EXPERIENCE IN DIFFERENT COUNTRIES

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Summary
Different countries in their educational systems have accumulated extensive experience in using project technology in education. This technology is an alternative to traditional lecture teaching: it helps to connect theoretical material with practice in real life; to change the roles of students and teachers: students have the opportunity to become an active subject in the educational process, and teachers are engaged in organizing, managing and directing this process, and not just broadcasting ready-made information.

The purpose of the article is an analytical review of the options for implementing project-based learning for students in Finland, France, Australia, China and the USA described in foreign peer-reviewed journals.

A brief excursion into the history of the origin and development of the project-based learning method is given. The main characteristics of different approaches to its application are highlighted, which differ in the attitudes towards solving certain problems, the choice of goals and means of implementing educational projects.

The article is an attempt to comprehend and generalize the world experience in the application of project technology in education.

The materials of the publication provide an opportunity for managers of the education system of different levels and practicing teachers to get acquainted with the potential and diversity of project-based learning practices in order to adopt the best of them and the most acceptable for Ukrainian realities, adapting them to the conditions of specific educational institutions.

Keywords: project-based learning, project approach, social skills, case study, educational effectiveness.

1. Introduction

Project technology in education has a long history, which began in France and Italy in the XVI–XVII centuries: it was used by architects and engineers to train their apprentices *(Pecore, 2015)*.

In 1918, the book "The Project Method" by William Kilpatrick was published, the author of which popularized this way of acquiring knowledge and skills in pedagogy. The new method, linking real life and theory, was opposed to classical lecture teaching. The role of students changed: they became more active participants in the educational process and the role of teachers: they had to guide the work of students, not to transmit ready-made information.

For 100 years after the publication of William Kilpatrick's book, a huge experience of using project technology in education has been accumulated.

2. Purpose and objectives

To analyze the practice of project technology in education and the peculiarities of its use in the educational systems of different foreign countries in order to predict the possibility of further development and dissemination in Ukraine.

3. Methods of research

Based on the purpose of our study, we chose the case study methodology as the main tool of work *(Gerring)*. In the absence of the possibility of studying all existing practices of using project technology in education in different countries, cases of its use were selected on the principle of maximizing the differences between them. This approach allowed to evaluate and analyze the most complete range of existing options for the implementation of the methodology. The source of information about each case was articles published over the past 20 years in scientific journals (however, it should be noted that preference was given to foreign studies of the last 7 years).

We analyzed papers that meet two criteria:

- the presence in the paper of a detailed description of the experience of using project technology in one of the educational organizations;

- the presence of references to relevant literature on project technology.

Based on scientific publications, we were able to obtain reliable information on the use of project technology in different countries.

Based on the analytical review of scientific sources on project-based learning and social design, we selected some of the most illustrative and different cases describing the implementation of this methodology in France, Australia, Finland, USA and China. In each of the selected cases we tried to find answers to two questions

- who sets the goal of implementing project technology in education (market, state, participants themselves);

- who determines the means that can be used to achieve the selected goals.

4. Results

Some modern researchers question the effectiveness of project technology in teaching, but even they do not deny that it has positive "additional effects" of developing various social competencies in students, including interpersonal skills, time management, conflict resolution and others.

Experience of France. In the French system of higher education, the methodological tools considered by us are called "industrial project method" *(Ginestié,1997)*. Researchers distinguish three stages of its development.

In 1985-1991, a new program was introduced, which provides for the formation of technical specialization classes and retraining of teachers who teach relevant disciplines *(Ginestié, 2002)*. It was an important step in the process of modernization of education, but often the practical significance of the educational material was lost when using traditional classroom teaching.

In 1992, by the decision of the Ministry of Education, French schools introduced training based on the "industrial project method" *(Ginestié, 2002)*, the idea of which is close to the one inherent in the project-based learning technology: students were offered tasks to implement educational projects relevant to modern business. However, the future of such training remained unthought: every year students received a new task that almost did not overlap with the previous one.

At the third stage, which began in 1999, the "industrial project method" underwent significant transformations, caused by changes in socio-economic conditions of development. One-year projects were replaced by long-term projects lasting 2-3 years. Their subject and content became obligatory to be connected with the needs of specific companies, and the success of the work began to be evaluated by the degree of formation of additional resource potential for commercialization.

The study by J. Ginesty, conducted in 2002, analyzed the experience of 212 French companies that offered their projects for educational organizations in France. The analysis revealed a certain gap between the so-called desired projects (goals) and real educational projects (results). The reason for the gap, according to J. Ginesti, is that the organization of work in companies (production) is fundamentally different from the organization of the educational process *(Mo, Tang, 2017)*. That is, for more effective technological training of students, further improvement of methodological tools is needed to adapt the practices of commercial enterprises to the educational process.

In general, it can be stated that in France great attention is paid to ensuring the links of project-based learning with practice and market needs. The success of this approach is determined by the extent to which educators and employers are able to translate commercial needs into the format of a training project, and the results of training projects to use in the real activities of enterprises.

Australian experience. The application of project-based learning in some higher education institutions of this country shows an interesting applied specificity of its capabilities. Project technology in education is used here not as a means of achieving any clear goal (creation of a specific product), but as a methodological framework for the introduction of innovative technologies, such as 3D modeling, into the educational process. From the point of view of Australian higher education teachers, on the one hand, such technologies sooner or later become part of educational practice, regardless of the chosen method of implementation. On the other hand, the project technology, which was created without taking into account the emergence of such innovative technologies, is nevertheless a good guide to understanding how best to integrate them into the educational process.

The main difficulty faced by modern engineers in Australia is the problem of managing a team of specialists with different competencies. Scientists from the Royal Melbourne University of Technology believe that these problems can be overcome by creating a V-system of the development cycle of a specific engineering project *(Mo, Tang, 2017)*. The system received this name because all stages of work on an engineering project according to this model are arranged in the form of the letter "V" and are divided into two parts: the left part of the letter-symbol is the sequential phase development of the product, which is planned as the ultimate goal of the project, the right part is its sequential creation. Each stage of creation corresponds to its own stage of development, which are interconnected by planning systems.

The article by T. John Mo and M. Tang describes the practice of using the V-model in teaching students. University teachers began to use this scheme, realizing that it can be quite difficult for students to see the overall picture of the engineering project. The opportunity printers. One of the first experiences with the use of the educational V-model was as follows.

The participants of the training project (students) were divided into 6 groups of 4 people each and performed the same task. The purpose of the training project was to create a robot that could walk a distance of 1 meter, jump on an obstacle, overcome it, jump off and walk at least another meter. Students had not only to come up with a technical solution, but also to implement it using 3D modeling and 3D printer. In the process of completing the task, students proposed several options for achieving the goal and successfully implemented their group projects *(Mo, Tang, 2017)*.

Another example of the effectiveness of project technology is a training project implemented in 2011-2013 at the University of Queensland. Students of the 4th year of the Faculty of Cybernetics were divided into groups of 4 people and after a series of lectures were offered to design a ship that can sail through the terrain modeled on a 3D printer, with various obstacles (shoals, reefs, strong winds, etc.). The project was carried out during the semester under the supervision of teachers. The team's score depended on how difficult obstacles their ship could overcome. Game elements and the winning team receiving the award (a gilded idol hidden on one of the islands) did not in any way reduce the seriousness and complexity of the project, the implementation of which required deep knowledge of many disciplines and well-formed social skills from the participants *(Pounds, 2015)*.

The practices presented in the Australasian Journal of Engineering Education show how the introduction of new technologies can be combined with project-based learning. The tasks set for the students were in line with the basic principles of this type of training described earlier: the problems were both challenging and possible to overcome; their solution required teamwork; success depended on the involvement of knowledge from different fields.

The above-mentioned projects are designed for well-prepared students who are completing a university degree programme. However, educational project activities can involve not only senior students, but also undergraduate students. For example, at Griffith University, freshmen are offered various project tasks such as designing a racing car, developing graphic models for a website, etc. *(Palmer, 2011)*. A survey of participants in such projects shows a significant increase in their motivation to learn in the development of projects and a high degree of satisfaction with their own activities.

Thus, in Australia, within the framework of project-based learning, there is an active development of innovative educational technologies.

Experience of Finland. Based on the positive impact of project-based learning, a number of educational programs in Finnish higher education institutions are designed to develop the skills of teamwork, negotiation, communication skills, leadership, etc. *(Vahtikari, 2012)* - that is, those basic social competencies, without which the vast majority of modern professionals, regardless of employment, can not do.

Thus, the School of Chemical Technology of Aalto University has launched an interdisciplinary course dedicated to the treatment of wooden surfaces. The course, which uses project-based learning methods, brings together students studying under different programs: technologists, engineers and architects. As part of the course, students perform practical tasks to develop engineering and design solutions and create specific products (for example, a wooden light switch). Analyzing the results of the projects completed in recent years, K. Watakari, D. Silvo and M. Kairi concluded that the students who have completed the course have been very positive about the experience they have gained. It is especially important that in the process of practical work, the project participants learned to communicate with each other, distribute responsibilities among themselves and independently overcome difficulties *(Vahtikari, 2012)*.

When describing the example, the authors noted the classic difficulties for project-based learning, such as the need to maintain student motivation for a long time *(Hameen-Anttila, 2010)* and the limited competence of teachers *(Vahtikari, 2012)*.

Thus, in Finnish educational institutions, project-based learning is aimed at developing general skills and forming meta-subject competencies in students, which contributes to both the acquisition of knowledge within the framework of obtaining a particular education and harmonious social development.

USA experience. In the United States of America, project technology in education has been practiced for decades, and in all the variety of versions described above. In American universities and colleges, with the help of this approach, comprehensive environmental programs are created, social skills of students are developed, innovative technologies are introduced into the educational process, project tools are used both to establish links between the education system and the market, and in teaching foreign languages, etc.

Some American authors even believe that the whole modern world (not only the education system) can be considered as a set of various projects (there is even a special term "project-based world" - the world based on projects) *(Larmer, 2016)*. Indeed, a significant part of educational, labor, and even socially significant activities of the US population is carried out in the project mode. Thus, according to some estimates, one third of all able-bodied Americans are currently freelancers or engaged in any project activity. The work of programmers, designers, journalists, scientists, financial analysts, which cannot be unified, is based on projects. In "non-project" areas, on the contrary, the need for labour is increasingly decreasing, as such functions can usually be easily standardized or even outsourced. Against this background, project-based learning is becoming even more relevant and in demand, as it does not imitate real, creative activity, but in fact is it.

Project technology as an effective alternative option for obtaining education is beginning to be widely used in general educational institutions. For example, the article by Y. Cho and S. Brown presents not only the experience of its use in American schools (Columbus Signature Academy), but also makes specific recommendations for the development of the method at this level of education, and emphasizes the need to organize specialized retraining of teachers *(Cho, Brown, 2013)*

If in Europe and the United States the project method has been known for a long time and managed to gain both supporters and opponents among researchers and practitioners *(Morawski, 2017)*, in modern China it is only beginning to rapidly gain popularity and is almost unanimously assessed positively by scientists and teachers *(Xu Liu, 2010)*.

Judging by the available literature in Chinese schools and higher education institutions, this technique is most widely used in the context of solving two problems: environmental and integration. The first is connected with the need to solve internal state environmental problems caused by the rapid industrial development of the country in recent decades. The second - with the need to teach Chinese students English as a means of international communication in order to more effectively integrate the country's economy into the global market system.

According to the Taloire Declaration of Sustainable Development, signed in 1990 by the heads of 500 universities from 50 countries, educational institutions see environmental protection as one of their priorities. Many higher education institutions have begun to include in their educational programs elements aimed at increasing students' environmental responsibility. Chinese higher education institutions have recently embarked on this path, and project-based learning technology has proven to be the most appropriate and suitable for achieving the goals *(Hopwood, Mellor, O'Brien, 2005)*.

The concept of sustainable development with its environmental and cultural components proved to be organic for modern China. Such development involves, in particular, the search for options to establish a balance between the interests of man and society, the elimination of distortions and unconditional attention to cultural traditions. In this regard, interesting is the experience of Shenyang University, which has become a platform for a large-scale experiment to create a "green" university. Previously, similar initiatives took place in Sweden, Germany, the Netherlands and Mexico *(Geng, Liu, 2013)*.

The idea of a "green" university is to organize an educational institution that demonstrates a high degree of environmental friendliness at all levels of its activities. Thanks to the application of project technology at Shenyang University, it was possible to harmoniously combine the assimilation of the content of the main educational programs by students with the solution of urgent problems of the city in which the higher education institution is located and the country as a whole.

One of the publications of the Journal of Biological Education gives an interesting example of involving students in the life of the local population of Guangzhou *(Cheung, Chow, 2011)*. In 2008, as part of a training project, 20 students were given the task of studying local turtle markets. This allowed the students not only to develop research skills that they could not get during lectures and seminars, but also to feel in a sense as pioneers, as it turned out that earlier the trade in live turtles as an independent cultural phenomenon did not fall into the field of view of scientists. In addition, the author of the publication S. Cheung emphasizes that participation in the project had a positive impact on the value orientations of students, on the development and consolidation of such qualities as respect for other people and traditions, responsibility, personal identification of themselves in society.

The same results are noted in the application of the project method in teaching Chinese students English. Training specialists with knowledge of English (and other foreign languages) is one of the key tasks for modern higher education in China. For a country that seeks to strengthen its leadership position in a globalizing world and to consolidate the success of the processes of integration of the national economy into the world economy. Project technology in this case can be combined with a problem-oriented approach. Thus, teaching business English often takes place in the format of discussing individual problem situations.

The analytical review of available scientific sources describing the implementation of the project method in the Chinese education system allows us to conclude that there is an obvious difference between Chinese practice and the experience of other countries. In China, the described technology is at the peak of popularity and is regarded as the most productive. At the same time, very few publications by Chinese authors were found that cover objective measurements of the degree of effectiveness of the relevant techniques. Probably, in China, unlike the United States and Europe, this kind of research has hardly been conducted.

In general, based on the results of our scientific analysis of publications on the use of project technology in education, we can state that this approach is actively used in various educational organizations around the world. The advantages of project technology are
- the ability for the student to repeatedly process educational information at a pace and at a convenient time;
- the presence of a sufficiently stable "value core";
- contextuality;
- collectivity of learning;
- problem orientation;
- interdisciplinarity;
- learning through practice.

The listed values are almost unchanged in all the examples given in the article.

The introduction of project technology into the practice of education is dictated by the needs of society and the challenges of the time, which nevertheless may vary in different countries depending on the peculiarities of the existing internal economic, political, social and other realities, and even the mentality of the population. For example, in Australia, such challenges include the rapid development of high technology, which actively penetrates into education, and in China – environmental problems that have become more acute in China due to industrial growth.

Options for specifying project technology in education and its target orientation in different countries are summarized in the table below.

Table 1

Focus of project technology in education in foreign countries

Country	Orientation of project technology	Setting goals/problems problems	Selection of means/tools
France	Market interests	Determined by market needs	Driven by the objectives
Australia	Professional skills	Driven by new learning tools	Technology/market related
Finland	Social skills	Free choice	
USA	Educational efficiency	Produced based on the analysis of the experience of previous projects	
China	Social effectiveness	Determined by interests держави	Driven by the objectives

5. Conclusions

Thus, the experience of different countries shows that the request for the formation of meta-subject competencies: teamwork, leadership, communication competencies, etc. can be satisfied with the help of project technology in the organization of educational and educational activities at all levels of education *(Burnik, 2017; Pecore, 2015)*. A holistic view of the application of educational design in modern socio-cultural reality allows us to talk about it as a special personality-oriented educational technology that is developing.

The available variants of project technology do not contradict each other and can potentially be combined in different combinations, but they will be conditioned by different attitudes to the choice of the problem posed to students and the means available to them to solve it. If we consider project technology in education as a way to improve basic social skills (e.g., communication, time management, etc.), then neither the choice of goals nor the choice of means of implementation is important: the project will work for the result by itself, and to increase the motivation of its participants, the choice can be given to them. In case the project is oriented to the market needs, simultaneously with the specific goal and the proposed means of its achievement, various additional conditions are formed (relevance to the needs of the company, the possibility of commercialization, etc.) If the basis is professional skills, it is necessary to focus on the vital means of achieving goals - the tools with which professionals work. They will determine the tasks that the vessels must cope with (for example, the development of robots). When the main result is social efficiency (for example, solving environmental problems), the goal is known in advance, and it also determines the range of

possibilities available to the vessels. Finally, the focus on educational effectiveness implies the organization of project-oriented learning in such a way that its results are measurable and allow to adjust the methodology at the next stages.

It should be recognized that the modern world is actually becoming one big laboratory in which, in particular, different versions of project-based learning are being experimentally created. Nevertheless, the statement that in the modern developed society "everything is based on projects" *(Morawski, 2017)*, which appeals to the widespread use of project technology in education and work, in our opinion, is an excessive opportunistic generalization and unacceptable simplification.

The publications analyzed above practically do not pay attention to the shortcomings of project-based education. However, there are works that show its weaknesses. The effective implementation of the method can be hindered by the following mistakes, which are not so rare: the use of materials that are not suitable for project activities and are not related to it; insufficient qualification of teachers for the full organization of project work; non-systematic, fragmentary project activities or, conversely, training based solely on this approach, regardless of the goals and specifics of the educational work performed, the conditions of its implementation and the actual needs of the students.

Further discussion requires the problems of the appropriate scope of project technology use in educational institutions of different levels; balance in the educational process of using this method and other means and forms of learning; priority in the ratio of context and interdisciplinary project work, etc.

Various practices of project-based learning described in this article can become a reference point for Ukrainian educational organizations of different levels. Continuation of our research will be associated with identifying a range of approaches to the implementation of project technology in the national education system, as well as identifying practical problems and ways to solve them.

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TRANSLATION STRATEGIES OF SECURITY AND LIFE SAFETY TEXTS

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Summary

The article discusses general translation strategies such as literal translation, borrowing, calquing, equivalence, transposition, modulation, adaptation, expansion, contraction, generalizing, particularizing as well as compensation and restructuring and describes how they can be used when translating texts of security and life safety. The author looks at how to formulate a translation brief and what type of information it should contain. Some of the specific strategic problems a translator might encounter in texts of security and life safety are described as well as some of the strategies a translator use to deal with them are explored.

Using a corpus of 500 risk and safety phrases, we compared the use of various translation strategies in English texts and their Ukrainian translations and found that in risk and safety phrases, literal translation occurs more frequently than other strategies such as transposition, modulation, addition or adaptation. Nevertheless, even though literal translation may proportionally see more use in technical texts, it is by no means the most important strategy, nor does it represent the main tool in a translator's toolbox.

Keywords: translation, safety and risk phrases, literal translation, borrowing, calquing, recategorization, modulation, adaptation.

1. Introduction

The texts of security and life safety present technical or applied information and combine various elements of technical language with those of common language in as clear and efficient manner as possible. They usually contain instructions for managing security and life safety operations therefore they are characterized by a list of risk and safety phrases which are used internationally to advise readers on potentially dangerous substances. These texts contain also internationally-recognized symbols used to label hazardous materials *(Kiyko, 2021: 49-50)*. The aim of the article is to describe and to characterize general translation strategies of safety and risk phrases from English into Ukrainian such as: *Keep out of the reach of children. – Зберігати в недоступному для дітей місці. May cause lang-term adverse effects in the aquatic environment. – Може спричинити тривалий несприятливий вплив на водне середовище. Very toxic in contact with skin. – Дуже токсичний при контакті зі шкірою* etc.

These set phrases (in general 500 phrases collected by us from manuals, handbooks, instructions, notes, tutorials, containing clear definitions of concepts and standardized terms, branch encyclopedias etc.) should always be used when translating safety information. The language used in the text, therefore, needs to reflect this without overstating or misrepresenting the reality of the product. Following on from the discussion of Skopos theory *(Reiss at all 2013)*, we consider technical translation as part of a much larger communicative

environment which is based on the development and dissemination of technical information. Due to M. Markel *(Markel 2001: 4)* we define technical translation as "producing technical communication that involves creating, designing, and transmitting technical information so that people can understand it easily and use it safely, effectively, and efficiently". We look at how to formulate a translation brief and what type of information it should contain and distinguish direct and oblique translation as proposed by J.P. Vinay and J. Darbelnet *(Vinay at all, 1995; see also Camargo 2005: 37)*.

2. Main text

Direct translation involves relatively straightforward strategies which require less intervention by the translator and less deviation from the source text. The direct translation strategies such as *literal translation, borrowing* and *calquing* are useful in a range of safety and risk phrases.

Literal translation is a simply replacing each source text word with a corresponding target text word, for example: *Avoid contact with eyes / skin. – Уникайте контакту з очима / зі шкірою. Keep container tightly closed / dry / in a well-ventilated place. – Тримайте контейнер щільно закритим / сухим / у добре провітрюваному місці. Harmful by inhalation. – Шкідливий при вдиханні. Avoid release to the environment. – Уникайте потрапляння в навколишнє середовище. Risk of explosion by shock, friction, fire or other sources of ignition. – Ризик вибуху через удар, тертя, вогонь або інші джерела займання.*

Essentially, literal translation involves producing a target text which reflects the content and features of the source text as closely as possible and only deviating from this where necessary in order to produce a target text which is grammatically correct and intelligible: *Keep away from food, drink and animal feedingstuffs – Зберігати подалі від їжі, напоїв і кормів для тварин. In use, may form flammable / explosive vapour-air mixture. – Під час використання може утворювати легкозаймисту / вибухонебезпечну пароповітряну суміш. Heating may cause an explosion. – Нагрівання може призвести до вибуху.* Literal translation avoid any additions, omissions, paraphrasing or other translation techniques to produce what could be described as a faithful and simple translation.

Borrowings are the simplest form of exchange between languages as it involves transferring an source language lexical item into the target text without any form of modification except for transliteration to account for different writing systems and characters, for example: *This material and its container must be disposed of in a safe way – Матеріал і його контейнер необхідно утилізувати безпечним способом. Handle and open container with care – Обережно поводьтеся та відкривайте контейнер. May form explosive peroxides. – Може утворювати вибухонебезпечні пероксиди.*

Often borrowings are used because there is no existing word or concept in the target language. The following underlined words are used in a variety of languages without translation, although they may be modified slightly to fit in with the grammatical rules of the receiving language: *In case of insufficient ventilation wear suitable respiratory equipment. – У разі недостатньої вентиляції використовувати респіратор. Avoid exposure – obtain special instructions before use. – Уникайте впливу – ознайомтеся з інструкцією перед використанням. Danger of cumulative effects. – Небезпека кумулятивних ефектів.*

Calquing involves the literal translation of the individual constituent parts of a source language word or phrase to create a new term, or neologism, in the target language. Calques

may confound most readers and ultimately prove as uninformative as retaining the original source language term, therefore, they are not often used in translations of safety and risk phrases: *During fumigation wear suitable respiratory equipment – Під час обкурювання використовуйте відповідний респіратор.* Sometimes it is necessary to introduce calques, particularly where there are perfectly acceptable alternatives in the target languages: *Під час розпилювання використовуйте відповідний респіратор.*

Oblique translation is used when the grammatical, pragmatic and lexical differences between the source and target languages are too significant to allow direct translation. Coined by J.P. Vinay and J. Darbelnet *(Vinay at all, 1995: 30-58)*, it describes four translation procedures – equivalence, transposition, modulation and adaption, which are used where the stylistic or linguistic features of the source text are such that a straightforward replacement of source text elements is not possible because it would produce a target text which is unacceptable in terms of meaning, structure, idiomaticity or style.

Equivalence is the process of replacing elements in the source text with corresponding elements in the target text with the aim to "replicate the same situation as in the original whilst using completely different wording" *(Vinay at all, 1995: 31)*. This translation technique that implies using a completely different expression to reformulate and transmit the same reality, for example: *lf swallowed, seek medical advice immediately and show this container or label. – У разі проковтування негайно зверніться до лікаря та покажіть цей контейнер або етикетку. In case of contact with eyes, rinse immediately with plenty of water and seek medical advice. – У разі потрапляння в очі негайно промити великою кількістю води та звернутися до лікаря.* Equivalence as a translation procedure involves finding the target language counterpart for a particular source language word or phrase, for example, to replace fixed expressions or formulaic phrases, idioms or proverbs, for example: *Contact with water liberates extremely flammable gases. – При контакті з водою виділяються надзвичайно легкозаймисті гази. Do not empty into drains. – Не виливати в каналізацію. Wear eye / face protection – Одягайте засоби захисту очей / обличчя. Not recommended for interior use an large surface areas. – Не рекомендується для використання всередині приміщень із великою площею.*

In the case of safety and risk phrases we can use this procedure as a way of translating elements such as warning signs and labels: *Danger! Risk of Death. – Обережно! Смертельна небезпека. Take precautionary measures against static discharges. – Обережно! Статичний розряд!*

Transposition or recategorization involves moving from one grammatical category to another without changing the meaning of the text. This procedure is usually needed because of differences in the way information is expressed in the source and target languages, and maintaining the same word class would result in a translation that is awkward or unintelligible. Some transpositions are obligatory, for example, where the source language may have a noun describing a particular process or object, while the target language can only convey this information using a descriptive phrase. Other transpositions are optional and may be chosen simply to improve the style or flow of the target text. Examples of transpositions include:

– Nominalizations (verb to noun): *If swallowed, do not induce vomiting: seek medical advice immediately and show this container or label. – У разі проковтування не викликайте блювоту: негайно зверніться до лікаря та покажіть цей контейнер або етикетку. To clean the floor and all objects contaminated by this material use ... (to be specified by the manufacturer). – Для очищення підлоги та всіх предметів, забруднених цим матеріалом, використовуйте ... (вказується виробником). In case of accident or if you feel unwell seek*

medical advice immediately (show the label where possible) – *У разі нещасного випадку або поганого самопочуття негайно зверніться до лікаря (якщо можливо, покажіть етикетку). Explosive when mixed with oxidizing substances.* – *Вибухонебезпечний при змішуванні з окислюючими речовинами.*

– Nominalizations (adjective to noun): *lf swallowed, rinse mouth with water (only if the person is conscious).* – *У разі проковтування прополоскати рот водою (тільки якщо людина при свідомості).*

– Verbalizations (noun to verb): *When using do not eat or drink* – *Під час використання не їсти і не пити. When using do not smoke.* – *При використанні не палити. Refer to manufacturer / supplier for information on recycling.* – *Зверніться до виробника / постачальника, щоб отримати інформацію щодо переробки.*

Adjektivization: *Keep at temperature not exceeding ... °C.* – *Зберігати при температурі не вище ... °C.*

Passive to imperative: *This material and its container must be disposed of as hazardous waste.* – *Утилізуйте цей матеріал і його контейнер як небезпечні відходи.*

Passive to active: *Keep only in the original container in a cool, well-ventilated place away from ... (incompatible materials to be indicated by the manufacturer).* – *Зберігати лише в оригінальній упаковці в прохолодному, добре провітрюваному місці подалі від ... (несумісні матеріали вказує виробник).*

Modulation means changing the form of the text by introducing a semantic change or perspective. It refers to the process of changing the form of information by presenting it from a different point of view. It is useful where a literal translation would result in a translation which might well be grammatically correct but which is nevertheless unidiomatic. Some modulations are compulsory (or fixed), usually because of structural differences between the source and target languages, while others (known as free or optional modulations) are not. At the most basic level, modulations might involve changing a sentence from a positive to a negative, for example: *Leave the refrigeration turned on at all times.* – *Не вимикати холодильну установку. Keep away from heat.* – *Зберігати в прохолодному місці. Keep away from combustible material.* – *Не тримати поруч з горючими матеріалами.* Other types of modulations involve replacing abstract concepts with concrete concepts: *In case of accident by inhalation: remove casualty to fresh air and keep at rest.* – *У разі нещасного випадку через вдихання: вивести постраждалого на свіже повітря та забезпечити йому спокій. Wear suitable gloves* – *Одягніть захисні рукавички.* Some modulations involve replacing a concept "part for whole" or "whole for part", for example: *Use only in well-ventilated areas* – *Використовувати тільки в добре провітрюваних приміщеннях.*

Adaptation, also called cultural equivalent, substitutes the original text with one that is better suited to the culture of the target language. It may involve a significant amount of deviation from the source text. J.P. Vinay and J. Darbelnet *(Vinay at all, 1995: 39)* describe it as the "extreme limit of translation". Adaptation makes use of three key procedures – *cultural substitution*, *paraphrasing* and *omission* – and is used when the source text describes a situation or concept which does not exist in the target language culture or which does not have the same connotations or relevance to members of the target language audience. Such cases might include references to institutions such as local councils or government authorities in design and construction documentation for a manufacturing plant.

We use cultural substitution first in order to overcome a culture-specific problem in the source text. For example, in an environmental impact report for building storage tanks in a biogas processing plant we might replace a reference to a government agency in the source

culture with a reference to the corresponding agency in the target language culture. We might even replace a reference to a particular type of soil commonly found in the source country with a reference to a comparable soil in the target country, for example: *Dispose of this material and its container at <u>hazardous or special waste collection point</u>. – Утилізуйте цей матеріал та його контейнер у <u>пункті збору небезпечних або спеціальних відходів</u>.* If such a substitution fails, we may paraphrase the source text by expressing its meaning descriptively, using words which do not necessarily correspond to those of the source text. Paraphrasing helps generally to avoid interference and unidiomatic constructions caused by sticking too closely to the source text.

If we cannot find a cultural substitute or paraphrase the source text, we may, in a limited number of cases, omit information. Extreme caution is required in such instances because "technical documentation is concerned first and foremost with information so the decision to omit information should only be a last resort and we must be able to justify it completely" *(Byrne, 2014: 123)*. Practical examples of using adaptation might include replacing a sentence in the documentation for technical devices which advises users to consult a specific magazine which only exists in the source language country with a generic reference such as "more details can be found in various satellite magazines". Training materials or technical advertisements may describe typical scenarios in which a product might be used. In order to make this information as meaningful and clear to the reader as possible, the scenarios will more than likely be something to which the reader can relate, and as a result, they may be quite firmly rooted in the source language culture. Depending on the subject and target audience's background knowledge, we may need to add explanations to our translation or remove unnecessary detail so that it meets readers' expectations.

Expansion, also known as explicitation, involves "making something which is implicit in the source text explicit in the target text in order to make the target text clearer, more relevant to the audience, or to compensate for some perceived lack of background knowledge on the part of the target text audience" *(Byrne, 2014: 124)*. Expansion may involve adding explanatory phrases to clarify terms or statements or adding connectors to improve the flow of the text and to make it more readable, for example: *<u>Refer</u> to special instructions / safety data sheet. – <u>Детально ознайомтеся</u> з інструкцією / паспортом безпеки.* As a result of this strategy, a translation ultimately may contain a higher level of semantic redundancy or repetition, whereby the same or similar information may appear a number of times, sometimes in close proximity. Although this may prove problematic in certain types of text, technical texts in particular are less likely to suffer as a result because they are by necessity explanatory in nature and present less information in a greater number of words than other texts, for example: *Keep contents under ... – Зберігайте вміст у ... (<u>відповідну рідину вказує виробник</u>). Keep under ... – Зберігати у ... (<u>інертний газ вказується виробником</u>). In case of fire use ... – У разі пожежі використовуйте ... (<u>вкажіть точний тип протипожежного обладнання</u>).*

Expansion is a useful strategy for improving the cohesion and coherence of the target text, when the source text contains ellipsis, which may not be entirely intelligible to a target text audience. Expansion can also prove useful where the target text audience typically has less subject or background expertise than the source text audience and requires additional explanation. But there is still a "risk of either patronizing one audience (by including instructions which the target audience may regard as obvious) or failing to respect the preferences of the other (by omitting instructions, which forces the target audience to resort to guesswork)" *(Byrne, 2014: 125)*.

Contraction refers to the practice of making something less de tailed in the target text. The aim is to adapt the target text to the perceived expectations and background knowledge of the audience, for example: *<u>This</u> material and its container must be disposed*

of as hazardous waste. – Матеріал і його контейнер необхідно утилізувати як небезпечні відходи. This material and its container must be disposed of in a safe way. – Матеріал і його контейнер необхідно утилізувати безпечним способом. Translators may also choose to employ contraction as a strategy to eliminate information which can reasonably be regarded as unnecessary, irrelevant or potentially confusing for the target text audience, for example: *Never add water to this product. – Не додавайте воду до цього продукту. Never use water. – Не використовувати воду. Spontaneously flammable in air. – Самозаймистий на повітрі.* Different languages, texts and audiences will require different levels of precision and specificity.

Generalizing is used to describe the practice of making information in the source text less detailed when it is transferred to the target text. This strategy can take the form of omitting information or replacing a specific word with a word which has a less specific meaning *(Byrne, 2014: 127)*. This may be useful where the target language does not have a similarly specialized or specific word, preferring instead to use a generic catch-all term: *Vapeurs may cause drawsiness and dizziness. – Електронні сигарети можуть викликати втому та запаморочення. May cause sensitization by inhalation. – Може викликати підвищену чутливість до алергенів при вдиханні.* It may also be necessary if we are translating a specialized text for a general audience where we might decide that a particular term in the source text will be unfamiliar to the target audience so we decide to translate it using a less specific, more generic term or hyperonym in the target text: *Toxic to flora. – Токсичний для рослин. Toxic to fauna. – Токсичний для тварин. May impair fertility. – Може знижувати репродуктивну функцію.*

Particularization, or specification, is using of more specific term to the one contained in the source text when the generic term used in the source is too broad in the target text, introduces too much uncertainty or ambiguity in the target text or has connotations associated with it which are undesirable in the target text. The translator has to understand the subject matter of the text sufficiently well to allow him to decide which of the possible specific terms available is the correct one. For example, does *aquatic organism* in phrase "Very toxic to aquatic organisms" mean *animal, plant of any species* or *hybrid?* Often we can ascertain the correct term from the context but this will not always be the case, and thus good communication with the author or client or access to a subject matter expert is vital.

Compensation is the process where we make up for the loss of certain source text features in the target text by introducing other features elsewhere in the translation which are not necessarily present in the source text. Applying this basic idea to technical texts, we can redistribute information and textual features throughout the text in order to balance out the information load or make the style more consistent. K. Hervey (1995: 65-86) describe four types of compensation:

Compensation in kind involves replacing one type of textual feature in the source text with another type of feature in the target text. This might involve replacing imperative verb forms in English to give instructions with infinitive form of verbs used in Ukrainian: *Keep locked up and out of the reach of children. – Зберігати під замком і в недоступному для дітей місці. In case of contact with eyes, rinse immediately with plenty of water and seek medical advice. – У разі потрапляння в очі негайно промити великою кількістю води та звернутися до лікаря.* If the syntax or tone of the source language indicates a level of formality which is not reflected by the same structure in the target language, we may need to add other syntactic or stylistic devices to recreate this effect: *Risk of explosion if heated under confinement. – Ризик вибуху при нагріванні в закритому просторі.*

Compensation in place is used to make up for the loss of a particular feature or effect at a particular point in the source text by recreating it elsewhere in the target text. If, for example, a technical advertisement contains an example of wordplay which cannot be rendered accordingly in the source text, it may be possible to produce a similar play on words elsewhere in the text providing it is appropriate to the overall purpose of the text. This approach is quite similar to the strategy of recycling information described above, and involves taking information which was originally found in one part of a text and using, or reusing, it somewhere else.

Compensation by splitting may be used where the source language contains a word for which there is no corresponding target language word which conveys the same range of meanings. An example might be the English word *fastener* which is used as a collective term for all manner of objects used to attach things together such as *bolts, screws, clips, clamps, snaps, plackets, morses and pins*. If we are translating into a language where a corresponding term either does not exist or is not as comprehensive we may need to spell out these meanings so as to ensure comprehensibility: *Repeated exposure may cause skin dryness or <u>creaking</u>. – Повторний вплив може спричинити сухість або <u>тріщини на шкірі</u>.*

Compensation by merging allows us to condense features or information pre- sented in the cource text over a fairly long stretch of text (or in a complex compound word) and to present it in a shorter phrase or even in a single word. Using the previous example, if the source text refers to attaching a "mounting bracket to a rack unit using bolts, screws, clips, clamps or pins" we might decide to use the generic target language term *fastener* to combine all of these meanings into the expression "the mounting bracket can be attached using suitable fasteners".

Both compensation by splitting and compensation by merging are very similar to the ideas of generalizing and particularizing translation and the reasons for using them often overlap.

Restructuring provides a rearranging of the information within sentences, paragraph or even chapters. Usually, information in a technical text is presented in a logical or chronological sequence. Such sequencing is particularly true in the case of instructional texts or texts which describe processes and procedures which need to be carried out. Often this will involve presenting information in the order in which it is required and the sequencing is fairly stable because it depends on real-world objects or processes. H. Gerzymisch-Arbogast *(1993)* identified certain patterns and characteristics relating to the sequencing of information in texts and found that certain languages favoured a particular sequencing of informal on which could be perceived as given and new relative to the author's percepfions of the readers' background knowledge. It is worth pointing out that this is quite different from the notions of theme and rheme, which relate to given and new information within a particular sentence or discourse. However, although perceptions of what does and does not constitute a logical or intuitive flow of information are largely culture-independent because they depend on our human cognitive processes, there are instances where cultural expectations and norms take priority and it will be necessary to rearrange the sequence of information in a sentence, for example: *Take off <u>immediately</u> all contaminated clothing. – <u>Негайно</u> зняти весь забруднений одяг.*

3. Conclusions

Our calculations shows that literal translation is one of the most frequently used translation strategies in technical texts. Using a corpus of 500 risk and safety phrases, we compared the use of various translation strategies in English texts and their Ukrainian translations and found

that in risk and safety phrases, literal translation occurs more frequently than other strategies such as transposition, modulation, addition or adaptation. Nevertheless, even though literal translation may proportionally see more use in technical texts, it is by no means the most important strategy, nor does it represent the main tool in a translator's toolbox. When it sounds unnatural in the target language and we reach a point where the target text no longer complies with the grammatical rules of the target language, we move to translating group-by-group or clause-by-clause. In addition to literal translation, technical translation requires a range of other translation procedures. In order to produce effective translations, a translator may need to alter the sequencing and even the proportion of given and new information within paragraphs or sections of text (using expansion and contraction, generalization and particularization, or even repetition). In practice, this may involve foregrounding certain information, omitting other information or even repeating information.

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STRATEGIC PLANNING OF HIGHER AND VOCATIONAL TECHNICAL EDUCATION SYSTEMS' DEVELOPMENT IN DNIPRO REGION

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Summary

Institutions of vocational (vocational and technical) and higher education are a basic component of the educational process of Ukraine, which in turn is a potential for the development of the national economy and a factor for ensuring food and environmental security, forming the socio-economic foundations of the development of the territories of the state, and improving the material well-being of the population.

In the new socio-economic conditions, the modern education management system is gradually acquiring features of public self-government and the state-public model of management, which should ensure Ukraine's transition to a post-information society. At the same time, the modern management system of professional (vocational and technical) education should ensure anticipatory innovative development, as well as create conditions for reproduction of the socio-cultural environment for the development, self-affirmation and self-realization of the individual throughout life. The fundamental factor of effective activity and sustainable development of professional (vocational and technical) education institutions in the conditions of the introduction of digitalization in the country is the strategic planning of the VET system.

Regarding vocational education, strategic planning is studied as the definition of strategic directions of transforming the content of vocational education, development of strategy for designing innovative educational process in vocational education, substantiation and disclosure of information and network transformation of vocational education, systematic justification of innovations in vocational education technical education as the main mechanism for implementation the strategic goals of sectoral development. Within the available scientific research, such important areas as generalization of the current state of public regulation of the vocational education system as a basis for strategic planning of its development, updating the system of evaluating the effectiveness of vocational education, optimizing the structure of the vocational education network in general and regional levels, mechanisms for financing the system of vocational education etc. Solving these problems is possible only through using of strategic planning to bring innovative changes in the public management of VET institutions in the region to address the external efficiency of this educational sector, based on the priority of achieving socio-economic results rather than sectoral goals.

The strategic planning of the development of the VET system at the national and regional levels is both an object and a mechanism of public management, in addition, it is institutionalized in the system of public management based on the formation of a complex of regulatory support for such management activities. Within the framework of the institutional approach,

strategic planning should be considered as a comprehensive mechanism of public management of the development of the regional VET system on the basis of ensuring consistency between the demand for workers of a market nature and the trends of socio-economic development, as well as the needs of individual and corporate consumers of educational services.

Key words: regional development, personnel potential, department of education and science, modeling, modernization, European integration, innovations.

1. Introduction

In the modern world, the functioning of educational institutions is extremely dependent on the system of financial and economic security, which causes great need and interest in the implementation of new approaches to its organization. Each educational institution, regardless of whether it is public or private, with its system of financial and economic security, if it wants to achieve its goals and objectives, must proceed from the need to confront dangers and threats. But this becomes impossible without a properly organized system and accounting and analytical provision of financial and economic security in a university, college or vocational school. *(Adrushchenko, 2011: 5-8).*

The purpose of the article. It consists in the study of theoretical and methodological approaches to the comprehensive analysis of strategic planning for the development of the regional system of vocational and technical education, public regulation of personnel training in the system of higher education of Ukraine, its role in ensuring the modernization of the industry and the mechanisms and directions of optimization in the context of reforming the domestic public administration system.

2. The state of education and science in higher education institutions of the Dnipropetrovsk region

As of January 2022, the network of higher education institutions in the Dnipropetrovsk region is represented by 20 institutions of higher education, of which 15 are universities, 4 academies and 1 institute, of which 16 are state-owned, 2 are private, and 2 are communal *(Ukaz Prezydenta Ukrainy «Pro Natsionalnu stratehiiu rozvytku osvity v Ukraini na period do 2021 roku» 344/2013).*

As of January 1, 2022, about 68,000 students are studying in higher education institutions of the region. The educational process in institutions of higher education is carried out by 5,746 scientific and pedagogical workers and 923 pedagogical workers, including: 991 doctors of science; 766 professors; 3,418 candidates of sciences; 2,507 associate professors.

In order to create favorable social, economic, legislative, financial and organizational prerequisites for life self-determination and self-realization of youth in the region, a number of regional events are held *(Adrushchenko, 2011: 13-17).*

Investing in science is an investment in new technologies and, accordingly, in the future economic well-being of the region. The combination of knowledge, technologies and research tools allows finding solutions to problems in any field of functioning of human society. Supporting young scientists is one of the priority tasks of the regional government, which

contributes to maintaining the status of the region. Priority directions for scientific projects are research in the field of technical sciences, economics, innovations, physics, mathematics, informatics, biology, medicine, chemistry, ecology. The annual regional competition of projects "Young scientists – Dnipropetrovsk region" to receive financial incentives – promotes the involvement and professional growth of young scientists. In 2019, 61 projects were submitted for consideration; in 2020 – 53 projects, in 2021 – 69 projects. The competition committee of the competition has determined 25 winners, who were awarded financial incentives in the amount of UAH 30,000 to 45,000 *(Yelnykova, 2003: 91-95)*.

In order to identify talented young scientists, promote professional growth, stimulate the exchange of ideas between Councils of young scientists of higher education institutions, scientific and research institutions, cooperation of councils of young scientists, as well as stimulation of promising research aimed at solving the problems of the Dnipropetrovsk region, in accordance with the regional of the targeted social program "Youth of Dnipropetrovsk region" for 2012-2021, approved by the decision of the regional council dated 02.03.2012 No. 239-11/VI (with changes), the regional competitions "Best Council of Young Scientists" and "Best Young Scientist" are held every year, the annual regional competition of projects "Young scientists – Dnipropetrovsk region" to receive financial incentives" *(Klokar, 2016)*.

Young scientists from higher education institutions and research institutions of the region under the age of 35 are invited to participate. In 2019, 79 participants took part in the "Best Young Scientist" competition, in 2020 – 83 participants, in 2021 – 64 participants. In 2019, the following participated in the "Best Council of Young Scientists" competition: 13 organizations, including 10 higher education institutions and 3 research institutions; in 2020 – 13 organizations, including 9 higher education institutions and 4 research institutions; in 2021 – 16 organizations, including 10 higher education institutions and 6 research institutions. According to the results of the competition, 12 winners were determined – young scientists (in 4 areas: technical, medical, economic and humanitarian), who are awarded with honors and valuable gifts every year, and 3 winners – councils of young scientists, who are also awarded with honors and valuable gifts *(Klokar, 2016)*.

Recently, the creation of modern spaces for study and work, holding meetings, conferences and trainings has been very active in most institutions of higher education. Thus, in 2019 alone, 3 hubs were opened: at the National Technical University "Dniprovska Polytechnic" – the "Colibri" space, in December 2019 on the basis of the Kryvyi Rih Institute of Economics of the State Higher Educational Institution "Kyiv National University of Economics named after Vadym Hetman" (now – State University of Economics and Technology) IT hub koworkihg, on the basis of the State Higher Educational Institution "Prydniprovsk State Academy of Construction and Architecture" "Energy-innovation hub – a platform for training qualified specialists in the field of energy efficiency". Several hubs operate in some universities. For example, the Dnipro Polytechnic National Technical University currently has 4 spaces: the Colibri space, the Clever Space, the space for graduate students and young scientists, and the student space.

In the region, there are 2 incubators created at higher education institutions: the business incubator of the National Technical University "Dnipro Polytechnic" and the student incubator of the Dnipro State Agrarian and Economic University.

From the above, we can conclude that the system of higher education and science in the Dnipropetrovsk region is developing at a high level, has adequate support from the Dnipropetrovsk regional state administration and is coordinated by the department of education and science of the regional state administration.

3. Strategic planning of vocational education at the state level

Strategic planning of vocational education is the determination of strategic directions for the transformation of the content of vocational education, the development of a strategy for the design of an innovative educational process in vocational education, the justification and disclosure of the strategy of information and network transformation of vocational education, the systematic justification of innovations in vocational education education as the main mechanism for implementing strategic goals of industry development. In the available scientific research, such important directions as summarizing the current state of public regulation of the vocational education system as a basis for strategic planning of its development, updating the system for evaluating the effectiveness of vocational education, optimizing the structure of the vocational education network in general and at the regional level have not been sufficiently considered. , financing mechanisms of the vocational education system, etc. Solving these problems is possible only on the basis of the use of strategic planning to subordinate innovative changes in the system of public management of VET institutions in the region to solving the tasks of ensuring the external efficiency of this educational field, based on the priority of achieving socio-economic results, not industry goals. The research methodology is formed as a synthesis of innovative-synergistic and model-system approaches, which guarantees a comprehensive analysis of the strategic planning of the development of the regional VET system in the interrelationship of all factors and components both at the structural-functional and spatial level and taking into account the dynamism of the socio-cultural context. In the categorical-conceptual dimension, the studied phenomenon is interpreted primarily as a mechanism of public management, which ensures the implementation of the management strategy at the regional level in relation to the development of the VET system. Under the condition of such an approach, the priority is the research toolkit, which is related to the modeling and design of the development processes of the regional VET system *(Yelnykova, 2003: 10–11)*.

The strategic planning of the development of the VET system at the national and regional levels is both an object and a mechanism of public management, in addition, it is institutionalized in the system of public management based on the formation of a complex of regulatory support for such management activities. Within the framework of the institutional approach, strategic planning should be considered as a comprehensive mechanism of public management of the development of the regional VET system on the basis of ensuring consistency between the demand for workers of a market nature and the trends of socio-economic development, as well as the needs of individual and corporate consumers of educational services.

Strategic planning should be considered as a mechanism for the transition of public management of the industry to a cluster model, which will form an integrated object of public management in the unity of the regional VET system itself and adjacent social spheres and factors influencing its development. Such a transformation into an institutional mechanism of public management leads to the integration of the researched phenomenon into the process of forming a model of public management with an increase in the public-society component of strategic planning. The directions of further institutionalization of the research object include the development of a new regional management structure of the VET system based on the integration of the public management system and the public management system; formation of institutionalized cooperation mechanisms of local self-government bodies and VET for formation and coordination of interests of all stakeholders; introduction of multi-channel financing of the VET system; definition of basic competencies for subjects of management of the regional VET system and mechanisms of their formation; development and implementation

of an effective toolkit for analyzing and forecasting the needs and demands of the regional labor market for qualified workers *(Ukaz Prezydenta Ukrainy «Pro Natsionalnu stratehiiu rozvytku osvity v Ukraini na period do 2021 roku» 344/2013).*

4. Analysis of the state of the regional system of professional (professional) technical education

The basis of the analysis of the state of the regional VET system is the understanding of the dependence between the stable development of the regional economy, the provision of quality services in various sectors, the economic activity of the population, on the one hand, and the staffing of the sectors of the economy and the professional skills of existing employees sufficient for the needs of its development, on the other. There are serious economic problems in the process of strategic planning of the development of the region, the source of which is the discrepancy of the available human capital in the field of labor specialties with the real and potential requirements of the labor market and employers. The basis of strategic planning for the development of the regional VET system, aimed at avoiding and minimizing imbalances in the labor market, should be its interpretation in market terms. The section analyzes the relationship between the labor market and the regional market of professional and technical education services with clarification of the definition of the latter. We define it as a system of relationships between subjects of vocational and technical education in the region, which aims to meet the needs of individual and corporate consumers in vocational training based on the mastery of professional competencies necessary for successful adaptation to the needs of the labor market and employers. The system-model approach ensures the complexity and integrity of strategic planning, as it allows defining a single model structure in the form of a set of interdependent models of activity, management and communication, integrated at several levels – goal setting, organization, instrumental support, etc. This makes it easier to present the strategic planning of the development of the VET system in the form of an idealized model using its various forms – structural-systemic, process-functional, programmatic-target. The systemic public-management determination of modeling the process of strategic planning for the development of the regional VET system lies in the influence on this process of state policy and strategy and its representation in the form of a regional public-management strategy for the development of education in general and vocational education in particular. The unifying basis of the components of the model should be considered the process of making a management decision, which combines structural, procedural-functional and content-target components. In our case, the implementation of a public-management decision regarding the implementation of the chosen strategy for the development of the regional VET system is simultaneously the process of implementing this strategy. The basis for determining the subject component of the strategic planning model for the development of the regional vocational training system should be the principles of decentralization and regionalization of the public management of the industry, the involvement of local self-government bodies, the public, social partners (employers) and other stakeholders in this process. Management decisions regarding the strategic planning of the development of the regional VET system are made by a specific public administration body, in this case, the department of education and science of the regional state administration. Accordingly, the process of modeling management decision-making should be specified to the level of organizational planning. Taking into account the growth of the personal factor in the system

of modern public administration, the modeling of strategic planning of the department of education and science of the regional state administration should reach the level of every public administrator *(Klokar, 2016).*

5. Conclusions

So, based on the information analyzed above in the article, the system of higher and professional (professional) technical education as an object of strategic planning is a complex of educational and regulatory-management processes that ensure mastery of consumers of educational services as potential subjects of the regional labor market by professional competences and cognitive-value components of personal development, necessary for further effective participation in industrial activity and socio-cultural life of the region. Within this approach, the educational and economic functions of the regional VET system are ensured, that is, the combination of socialization processes and professional development of consumers of educational services with the production of qualified labor resources for the regional economy. The analysis of the regional professional education system shows the main goals of strategic planning and the mechanisms of their achievement. On its basis, complex directions of strategic planning were determined, combining innovative goals and mechanisms of modernization of the regional system of professional education *(Kravchenko M.V., Dovgal O.V., Demchuk N.I., Odnoshevnaya O.A., 2017: 231–232).*

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WAYS TO REPLENISH THE VOCABULARY OF THE RUSSIAN LANGUAGE WITH GERMAN BORROWINGS

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Summary
The problem of lexical borrowing occupies one of the main places in linguistics, since the borrowing of foreign words is one of the ways to replenish the vocabulary of the language of any people. The reasons for borrowing are very diverse: this is the need to nominate new items, and some cultural superiority of the German nation in certain areas of activity, and the presence of bilingualism, and the spread of fashion for German. But the main reason should be considered the historical ties between the Russian and German peoples, since in the process of their relationship the need for borrowing was revealed. True, the etymological analysis of this vocabulary suggests that in most cases these are not native words in German, so we consider it appropriate, considering borrowings from German in Russian, to single out purely German words (group A), German words that came into Russian language through an intermediary language (group B), words that appeared in Russian from German, but are ultimately traced back to other languages (group C), and words that were influenced by two or more intermediary languages, one of which was German (group D). The research is based on actual data obtained by different linguists, and on the results of the author's own observations.

Keywords: lexical borrowing, language-intermediary, language-recipient, phonetic-accentological changes, bilingualism, etymological relations.

1. Introduction

The problem of lexical borrowing occupies one of the main places in linguistics, since the borrowing of foreign words is one of the ways to replenish the vocabulary of the language of any people. A large group of foreign borrowings in Russian is made up of German words. The establishment of contact between Germany and Russia dates back to the beginning of the 11th century: the exchange of ambassadors, the establishment of family ties between the German and Russian royal houses. In the 12th century, German-Russian relations were strengthened due to the trade of German merchants with Russians. Novgorod, Pskov, Kyiv and Smolensk were major trading centers in Russia. The trade agreements reached us by the Germans is the convergence of the weight of the silver mark in Silesia with the average weight of the Kyiv hryvnia (159 g), although along with this monetary unit in Germany, the Germans with Novgorod and Smolensk, prisoners – one in 1195, the other – in 1229 *(Ghrekov, 1951: 348).*

One of the superfluous evidence of Russian trade with there was a common mark weighing 233 g and a Cologne mark of 154 g *(Ghrekov, 1951: 394)*.

In the 14th century, on the shores of the Baltic Sea, the North German cities organized the trade and political union of the Hansa. Russia played an important role in trade with the Hansa. "The importance of Novgorod and other Russian cities in Hansa trade was so great that sometimes major events in Russia were the subject of special discussions at the congress of Hanseatic cities, as was the case in 1381, when Hanseatic merchants received news of the Battle of Kulikovo", writes the famous historian M. N. Tikhomirov *(Tikhomirov, 1968: 191)*.

2. Aim and Objectives

The aim and objectives of the study are to clarify the nature of German borrowings in the Russian language, identify the semantic groups that they form, and identify those historical conditions that contributed to the process of borrowing German words, since, according to many linguists, the historical ties of peoples should be considered the main reason for borrowings.

3. Results

Stable trade relations with Germany in the 11th – 14th centuries contributed to the borrowing of words from the Russian language from the German language. True, the etymological analysis of this vocabulary suggests that in most cases these are not native words in German, therefore we consider it expedient here and in the future, considering borrowings from German in Russian, to single out purely German words (group A), German words , which came into the Russian language through an intermediary language (group B), words that appeared in Russian from German, but are ultimately traced back to other languages (group C), and words that were influenced by two or more intermediary languages, one of which was German (group D). Group A also includes borrowed compound words formed in German, one part of which is not native. Groups C and D are classified as German borrowings in some way conditionally, namely, if in German they have undergone certain phonetic-accentological changes, that is, if the German language has left its imprint on them.

In the 11th – 14th centuries the Russian language borrowed the words *(Bohorodytskyi, 1935: 345)* denoting: a) the name of fabrics and other sewing materials: *скорлат* или *скарлат* (позже – *шарлат*) С – *дорогая ткань*, *шида – шёлк*, *бархат* (*бархот*) С, *кордуван* Д – *вид кожи, идущей на пошивку обуви*; b) money, measure of weight and other words: *пенязь* В – *старая монета, шелег* (*шеляг*) В – *неходячая монетка, бляшка*; *фунт* (*пунт*) Д; *фальшивый* Д.

Etymologically, this borrowed vocabulary is very diverse. The group C predominates in the name of fabrics. Perhaps this is due to the fact that the Hansa, as a trading union, very soon began to play an important role in world trade, and many goods from the East and from other countries came to Russia from Germany. Such was the way of their names.

The names of the German coins were transferred to the Russians through Poland (group B). This is quite natural, since Poland conducted a brisk trade, both with Germany and with Russia. The inevitable companion of trade of that time was robbery, robbery and even wars, the number of which increased significantly with the enslavement of the Baltic Slavs by the Germans and the formation on their territory of the Order of the Sword-bearers, who were preparing

to subjugate the northern Russian Slavs beyond the Baltic *(Kostomarov, 1903: 25)*. Constant military conflicts with the Order led to linguistic contacts between Russians and Germans, which resulted in the appearance in Russian of words from German, acquainting us with the life and life of the knights of the sword, namely *бискуп* Д – *епископ, майстер* (*местер, мештер* and some other options) С – *глава Ордена, рат(ь)* – *ман* А – *член магистрата в древней Риге, буркгимистр* А – *бургомистр, бровст* (*провст*) С – *благочинный, фоготь* С – *судья, ридель, рытор* (*рындель*) А – *рыцарь, кгвалт* В – *насилие, рада* В etc. Bogoroditsky V.A. in the list of his words related to the German borrowings of this period, the word "*рада*" is absent, however, according to the "*Краткого этимологического словаря русского языка*", it has been noted in monuments since the 14th century *(Shanskij, 1961: 278)*. This is mainly native German vocabulary, but a few words of religious content are raised to the Latin language, that is, to the language of peoples who, like the Germans, professed the Catholic faith.

Devastating wars were replaced by a temporary truce, and then the German titled people came to Russia – *герцики* or *герьцюки* А, т. е. *герцоги, тянулись потешники*, who in Russia were called *шпильманы* А as in German. The appearance of the word "shpilman" in Russian dates back to V. BUT. Bogoroditsky in the 13th century, although there is a suggestion that it appeared in Russia in the 11th century *(Ghrot, 1899: 386)*. It is possible that the word entered the oral language in the 11th century, and was recorded in monuments in the 13th century.

In the 15th century, during the reign of Ivan III, the Russian centralized state was formed. Western historians note that his reign is characterized by the establishment of all kinds of connections between Moscow and the West *(Forstreuter, 1938: 54)*. These ties were strengthened and expanded by the successor of Ivan III. In the 15th – 17th centuries. Russia has very close military contacts with Germany. And the reason for this is not only that in the second half of the 15th century the Russian people had to defend their borders from the Germans near Pskov and Novgorod, and in the 16th century to wage a 25-year war with Livonia, during which a crushing blow was dealt to the Order of the Sword, but and in the fact that already under Ivan IV German military specialists were invited to Russian military service, German military equipment was used *(Ghrekov, 1963: 200)*, and from the beginning of the 17th century, from the reign of Boris Godunov, mercenary German troops appeared in Russia in general. The coming to power of the Romanov dynasty was also marked by the fact that a large number of German soldiers were taken into Russian military service and the army was reorganized, establishing near the old noble cavalry and archery infantry a new army on a foreign model and with foreign names – *рейтары, драгуны, солдаты (Solovjev, 1961: 605)*.

Regiments were also created from Russian people trained in a foreign system. Near Smolensk, for example, there were: "*наёмные многие немецкие люди, капитаны и ротмистры, солдаты и пешие люди*"; and with them were "*с немецкими полковниками и капитанами русские люди*" *(Solovjev, 1961: 281)*.

Such a direct influence of the Germans on military affairs in Russia was reflected in the language in the form of the following borrowings: a) *military ranks, ranks and positions:* group А: *вахмейстер, ефендик* (*фендрих*) – *прапорщик, фельдфебель* (*фельтвевол, ерихтес-вейбел*) – *унтерофицерский чин, обергофмаршал, фельдмаршал* (*фертмаршалок*), *оберстер, рейтар* (*райтар* – В) – *солдат наёмной кавалерии, кампан* – *ратник*; group В, С: *маршал, ротмистр* (*рохмистр* and other); *гетман* – *командир в польско-литовском войске*; *лейтенант* (*лютман, летнейт, лентнан, лютенант*), *офицер, прохвост* (*профост*) – *исполнитель телесных наказаний в армии*; b) *military weapons: списа* (*спис*) А – *копьё, пика; аркебуза* А – *старинный род ружья; карабин* Д, *патрон* Д – *оболочка заряда* (*оболочка снаряда*); *алебарда* (*галебарда, гилбарда, аляборды, алебард*) В,

бердыш В, *лядунка* А (*ладунка* – В) – *сумка для патронов, пуля* (*пулька, пулка*) В, *цель* В, *шомпол* (*шонпул*) В, *олстра* (*онстра*) В – *кобура для пистолета, протазан* (*протозан, пратазан*) С – *копьё с плоским наконечником, гаубица* (*гоубица*) С – *род артиллерийского оружия, можжер* (*мозжер, моржир*) Д – *крупное орудие*;

c) *other military terms: варта* А – *сторожевая вышка; бивак* А – *добавочный караул снаружи здания, в котором находится основная стража; пляц* (*овая*) (*плац* А) – *площадка для часового, цейхгауз* (*цегоус, цейггауз* and other options) А – *военный склад оружия и обмундирования, вахта* В, *шанцы, шанец* (*шанц*) В – *временное полевое укрытие, штурм* В, *вербовать* В, *шурмовать* В – *фехтовать, бороться, панцирь* (*пансырь, панцырь*) Д, *фляст* С – *ткань, употребляемая при заряжении орудия*; d) *maritime terms: юнга* (*юнк*) А, *комяга* (*комага*) А – *лодка*.

Due to the fact that Germany independently, without anyone's help, developed its military affairs, there are few borrowings in German military terminology. Most of the military words, as we can see, were transmitted directly to the Russians, this is especially true for the vocabulary denoting military ranks, positions and ranks. But the names of military weapons and some other military terms came into the Russian language through Poland, forced, neighboring with warlike Germany and not refusing to participate in wars with other countries, to constantly be aware of the armament of Germany and, if possible, adopt from her all the advanced military equipment.

The introduction of a semi-regular army by itself raised the question of the means of its armament. In order to equip the army and navy well, it was necessary to expand the scale of metallurgical production. Russia could not fulfil this task on its own, so it was decided to call on foreign knowledge and capital for help. To this end, in 1628, Tsar Mikhail Romanov summoned a large group of miners from Saxony to work in Siberia and the Urals. A metallurgical plant is being built in Tula, where all the blast furnaces were supplied by visiting Germans *(Trebbin, 1957: 3)*. In 1676, by order of the tsar, Jacob Eisenberger went back to Germany to recruit a new group of German craftsmen who were supposed to teach Russians the extraction and processing of metals, as well as alloying *(Trebbin, 1957: 5)*. The appeal to Germany for help is not at all accidental, since in the 16th – 17th centuries in mining technology and the art of miners, this country was in first place in the world.

All these conditions contributed to the prevailing bilingualism, in which the Russians had the opportunity to get to know the social and state structure of Germany, that is, the country from which most people came to Russia. We owe this acquaintance to the appearance in Russian of German words relating to areas:

1. *Public relations:* a) *the ruler, his court: обергофман* А – *высший придворный чин, форейтор* (*фурайтор, валетур, фалетур, хволетар*) А – *верховой, сидящий на передней лошади при запряжке цугом, трунбитер* А – *трубач, принц* (*прынц*) С, *гофмейстер* А – *придворный чин, кухмистр* В – *главный повар and others*; b) *class hierarchy and related concepts: граф* А, *бургграф* (*бурггграф* and other) А, *ландграф* А, *пфальцграф* (*палеграф, палеъхраф, пальцграф*) А, *маркграф* (*маргграф, маркраф*) А, *бюргер* (*бургер*) А – *горожанин в Герани, курфирстр* (*курфистр, кухвистр, кувистр*) А – *владетельный князь в феодальной Германии, лен* (*лена*) А – *наследственное поместье, получаемое вассалом за несение службы, голд* В – *вассальство* etc.

2. *Public Administration: касть* А – *тюрьма, ратуша* В – *здание, где находится орган городского самоуправления; орган городского самоуправления, стырь* А – *налог, тюрьма* (*тюрма, турма*) В, *рентмейстер* А – *казначей, цакмистр* В, *штемпель* А – *печать* etc.

Etymologically, these groups are made up of native German vocabulary, most often borrowed directly. Only a small part of the German words became known to Russians through the Polish language. This is due to the fact that Poland adopted something from Germany, organizing its state administration. Being in closer relations with Poland than with Germany, Russia borrowed German names from the Polish language. Close contacts with Poland are also evidenced by German borrowings that came to us through this country, from the field of arts and medicine.

The nature of borrowings, their fate and role in the process of structural formation and development of norms of the literary language to a large extent depends on the nature and type of language contacts themselves.

Russian-Polish relations of the 16th – early 18th centuries are defined, in contrast to territorial and dialectal contacts, as cultural-historical and political ties, since they were based not on a territorial community, but on the growing diplomatic and cultural contacts of Russia with the West with the growing influence of the Moscow state in the international arena. These connections were not only written, but also oral, which is a very significant factor in the degree of mastering borrowings and their interfering impact on the language system.

The Polish language, well known to the lower strata of the urban population since the time of the gentry intervention, in the second half of the 17th – early 18th centuries. enters the life of the Russian nobility as an attribute of European culture, borrowed through the Polish public life. Polonisms are spreading in the everyday language, which supported their use in the literary language. The degree of their normativity increased.

The specified nature of the contacts determined, on the one hand, the scope of borrowings, on the other hand, the degree of penetration of the latter into the structure of the language. The most important source of Polish borrowings of this period, however, were literary contacts, in particular, translated literature. Translations from Polish take in the 17th century leading place among the translated literature of Russia of that time. It is important to note the fact that this literature was especially widespread among the Russian reading public of the late 17th – early 18th centuries. If in the 30s of the 18th century the number of translations from the Polish language as a whole is significantly reduced, especially translations of scientific and technical literature from Western European languages, this does not at all apply to those translations that constitute the so-called grassroots diverse democratic production (Western plays of the Russian repertoire, short story, novel, satirical literature such as facies, fables, etc.). For the most part, these are Polish versions of works of Western European literature (there are relatively few translations from Polish originals).

An essential feature of the Polish-Russian literary contacts of the period under study was their mediated nature. A well-known fact is the involvement in the second half of the 17th century into the cultural and historical orbit of Russian life in the so-called south-western, Ukrainian, territories, liberated as a result of the national liberation struggle from the centuries-old colonization of the Polish gentry and reunited with Russia in a single state, the influx of cultural forces from Ukraine, which possessed during this period major scientific centres (Lvov fraternal school, Kiev-Mohyla collegium, etc.), became the reason that "the so-called South-Western Russia becomes in the second half of the 17th century mediator between Muscovite Rus and Western Europe, and the Russian literary language is strongly influenced by the Ukrainian literary language" *(Ozerova, 1976: 143)*.

Compare *арфа (гарфа* – А) В, *рисунок* В, *рисовать* В, *малевать* В, *ландшафт (леншафт, ленчафт)* А, *танец (тонец)* Д, *танцевать (танцовать)* Д, *пластырь (пластер)* Д, *жарт* В – *насмешка, фортель* В – *ловкая проделка.*

Close contact with the Germans in military affairs, in trade, in industrial production, in the field of science, culture and art contributed to the increased interest of Russian people in the life of foreigners. At the court, a circle of lovers of Western European comfort is formed *(Kljuchevskij, 1957: 274),* there is an imitation of foreigners in appearance, in clothes, in an addiction to foreign customs, and, consequently, new borrowings appear in the Russian language. From the German language, in particular, words were borrowed expressing: a) *clothes, jewellery: бант* А, *борт* А – *край одежды, фартук (фортух, фартух, фартуг)* В, *галстук (галстух)* А, *ланциг (ланцуга –* А) В, *фалда* В – *складка, пола, шляпа (сляпа)* А, *клейнот (клейнод, кленот)* В – *драгоценная вещь, украшение, бляха* В, *обшлаг* В; b) *household items, furnishings: стул (стуло)* А, *шкаф (шаф)* А, *лихтар (лыхтарь)* В – *подсвечник, противень* А, *кухня* Д, *тарелка (тарель, торель)* Д, *карниз* С, *зал (зала, зало)* А, *шнур* А etc.; c) *food and drink: клецка* В, *пампуха, пампушка* В, *ренское* А – *сорт вина, бухон (боханец, буханец)* В – *коровай хлеба…*

Thus, summing up the German influence on Russia in the 15th – 17th centuries, it must be said that it was quite strong. The Serbian scientist Yu. Krizhanich, who visited Russia in the 17th century and thoroughly studied the life of the country, wrote:

"Немцы своими промыслами земли убожат, хлеб вывозят, торговлею всею завладели, в военной службе высшие места взяли" *(Solovjev, 1961: 159).* The political, cultural and trade relations of the Russian and German peoples were the prerequisite for linguistic relationships, one of the forms of expression of which was lexical borrowings.

A sharp increase in German borrowings in the Russian language is observed at the end of the 17th (since 1695) – the beginning of the 18th century, i.e. with the coming to power of Peter the Great *(Rejcak, 1963: 10).* Having taken power, Peter I had an ardent desire to "make Russia a strong, powerful power, which would be on the same level with the Western European states" *(Smirnov, 1910: 4).*

Based on many facts, he was convinced that, first of all, a complete restructuring of the central administration was necessary. Peter made inquiries about the structure of central institutions in the advanced Western European countries and chose Germany as a model. For a long time and with great trouble, learned lawyers and experienced officials, secretaries and scribes were recruited in Germany, who could arrange business in Russian institutions *(Kljuchevskij, 1957: 168).*

The reorganization of the administrative system, as well as the entire court life according to the German model, opened the way for the flow of German words, which formed the following semantic groups in Russian: a) *public administration:* group A: *полицмейстер (полицеймейстер, полицаймейстер), бухгалтер, абшид – отставка, увольнение со службы, гофгерихт – присутственное место по гражданской части, ландрат (ландратор) – член земской думы и управления дворянскими делами, ландтаг – собрание дворянства в Балтийском крае, аксельбант – знак отличия некоторых должностей и военных чинов царской России*; б) *придворные чины и должности:* group A: *камергер, камер-юнкер, шталмейстер – придворный конюшенный, камердинер – лакей, лейб-кучер – придворный кучер, мундкох – слуга, ведающий кухней, мундшенк – слуга, ведающий напитками, парикмахер (перукмахер, парукмахер), кухмейстер (кухенмейстер)* А – *придворный чин* and others.

It must be said that in the 17th – 18th centuries, while improving its state administration, Germany itself turned to the experience of the administrative structure of other countries, hence the appearance in the Russian language of borrowings from the German language, etymologically ascending to other languages.

Administrative reforms were accompanied by a radical restructuring of the army and navy, since it was impossible to fight for access to the Baltic Sea with the existing armed forces, without which it was impossible to make Russia a strong power. And again Peter turns to the West, to Germany, France, Holland. From the German language in the military field, words were borrowed denoting: a) *military ranks and positions:* group A: *гандлангер – рядовой артиллерист, егерь – солдат из особых стрелковых полков, ефрейтор, фурлейт – солдат, находящийся при военных фурах, гевальдигер-офицер в армии, управляющий полицейской частью* etc.; b) *fortifications:* group A: *абшнит – часть укрепления, больверк (вольверк) – бастион, бруствер – насыпь для укрытия от огня врага, верки – оборонительные постройки, лагерь – военный стан, блокгауз – полевое укрепление с бойницами* and others; c) *weapons, military equipment and other military terms:* group A: *эфес – рукоятка холодного оружия, кессель – часть канала близ камеры в гаубице или мортире, шпицрутен, брандкугель – зажигательное ядро, брандер – судно с горючим материалом, употребляемое для поджигания неприятельских судов, лозунг – пароль, лейбрегимент – полк его величества, ранец – солдатская котомка для запасной одежды*; group B: *брешь – прорыв, муштра, муштровать*; group C: *картечь– снаряд для заряжения огнестрельных орудий, лафет – станок из дерева для огнестрельного орудия, буксир* etc.

In the borrowings of the 18th century, several German words appeared from the military field, which came through the French language (cf. *брешь, бреша*) or are traced back to a French source. This is due to the strengthening of the military power of France on the European continent in the 18th century, as a result of which this country was on the same level with Germany.

Maritime terminology came into the Russian language mainly from Holland and England, although a small number of maritime terms were also taken from the Germans, namely: *бухта* A, *лавировать* C, *лоцман* C. But here, too, different influences intersected, which were reflected in the "mixed", colorful appearance of foreign words. For example, they wrote hafen, matros – in German pronunciation, but they also used the forms of haven, sailor – in Dutch *(Sobolevskij, 1904: 8)*.

It is impossible to create an army only by reorganization. She needs to be well equipped. And Peter spent most of his efforts on the development of the manufacturing industry, manufactories, and especially mining, as the most necessary for the army. During the reign of Peter, dozens of Russian students were scattered throughout all the main industrial cities of Europe, for the education of which Peter paid dearly to foreign masters *(Kljuchevskij, 1957: 168)*.

Foreign capitalists, manufacturers and artisans were invited to Russia on favorable terms to develop important branches of industrial production. New things and concepts for Russians were called terminology brought by visitors. German words predominate among the new names: a) *mountain terminology:* group A: *бергмейстер – заведующий заводом, берг-гауптман – начальник по горной промышленности, гиттенмейстер – старший плавильщик, гиттенфельвальтер – горный чиновник 10 класса, штейгер – горный мастер*; b) *chemical compounds: бленда* A *– минерал, флюс (флус)* A *– вещество, добавляемое в доменную печь при плавке, блягиль (блягир, блягирь)* B *– жёлтая краска, вакса (вакс)* A, *глазурь (глазур)* A, *глет* A *– свинцовая охра, клер* A *– костяная мука*; c) *tools and mechanisms:* group A: *блок, болт, верстак, корнцанги (корнцалы) – щипцы, похожие на ножницы, рубанок, стамеска (стамезка), нагель (нагиль) – большой гвоздь, деревянный или металлический, масштаб (маштаб) – мерило, киталт* B *– вид, форма*; d) other words of industrial production: group A: *бленда – фонарь для освещения рудника, шахта, гезель – подмастерье ремесленника, клинкер – булыжник*; group C: *фашина– пучок хвороста, употребляемый для укрепления насыпей, плотин.*

Due to the fact that Peter and his court showed great interest in the life of Germany and much was created on a state scale with an eye on the Germans, this interest began to manifest itself among the people. There was a fashion for German in the country. Therefore, a lot of German borrowings are found in colloquial and everyday vocabulary: a) *food, culinary products and household utensils: глинтвейн (глейтвейн, глентвейн)* А – *горячее красное вино с сахаром и пряностями, крендель (кренгель)* А, *картофель* С, *пфефер (пфейфер)* – *перец, шпик (шпиг)* В – *сало* etc.; b) *words from the field of spiritual culture: абрис (обрис)* А – *рисунок, валторна (валгорна)* А, *валторнист* А, *кунсткамера (куниткамера)* А – *сборник различних редкостей; здание, где находилось такое собрание, блики* А, *гобой* С, *грифель* С and others; c) *clothing, jewelry:* веер А, калоша С, камзол С, шлафрок (шляфрок) А, позумент А, туфли С, шарф С etc.; d) *other words: потрафлять* В – *делать удачно, вовремя, угождать к.-л., локон* А, *бакенбарды* А, *берейтор* А – *лицо, обучающее верховой езде, швермер* А – *шутиха, шельма (шельм)* В – *мошенник, нечестный человек, шпиц* А – *шпиль, шафер – дружка свадебный чин, фальш (фалш, фальша)* Д – *ложь, обман, вата* С, *гардина (гордина)* С, *паяц* С.

The colloquial and everyday vocabulary of the Russian language is replete with purely German words and borrowings belonging to group C. We find the explanation for the latter in the fact that these names were once borrowed by the German people along with the borrowed subject, which happens quite often.

However, already in the last years of the life of Peter I, a noble opposition was created against him, dissatisfied with the fact that the tsar greatly favoured foreigners. After Peter's death, the Germans reached the very throne (Bironism and subsequent years to Elizabeth), which deeply offended the national feeling of the Russians, so discontent is growing in the country not only among the nobles, but also among the broadest masses of the people, resulting in a speech against the government. This speech was held under the national slogan – "against the German yoke", although its reasons were deeper – dissatisfaction with the policy of tsarism, the policy of oppression. The coup d'état that took place in the country created the conditions for the accession to the throne of the daughter of Peter I, Elizabeth. Realizing well that she owed her coming to power to the increased popular feeling of anger at the Germans, Elizabeth, first of all, resigned many Germans who were in the service in Russia and sent them out of the country. Political events are reflected in the language. Since the 2nd half of the 18th century, a struggle has been going on in the language for its purification from foreign, especially German words. The movement for cleaning the language was called purism (from Latin purus – clean). During this period, foreign words are borrowed very rarely and there are almost no borrowings from the German language. However, from the 30s of the 19th century, German words began to penetrate into the Russian language again, but their number is extremely limited, and they refer mainly to those areas where Germany has achieved a clear superiority over other countries, or these are words that acquaint us with the life of Germany, with its customs, since in the 19th century Germany, embarking on the path of capitalist development, quickly became one of the most advanced Western European states. Borrowings of this era form the following semantic groups: political concepts, scientific terms, technical terms.

4. Conclusion

The etymological analysis of borrowings of the 19th century speaks of the great and direct ties of the Russian state with Germany. It is extremely rare now that Poland acts as an intermediary, which in the 16th, 17th and early 18th years was the conductor of many German words into the Russian language.

So, in the period from the 11ᵗʰ to the 19ᵗʰ centuries. There are many borrowings in the Russian language. The reasons for borrowing are very diverse: this is the need to nominate new items, and some cultural superiority of the German nation in certain areas of activity, and the presence of bilingualism, and the spread of fashion for German. But the main reason should be considered the historical ties between the Russian and German peoples, since in the process of their relationship the need for borrowing was revealed. Borrowed vocabulary is combined by periods into thematic (semantic) groups. So, the beginning of trade and the neighbourhood of German knights in the 11ᵗʰ – 14ᵗʰ centuries led to the emergence of German words related to trade, life and life of the Order of the Sword. 15ᵗʰ – 18ᵗʰ centuries gave us a large number of military terms, since Russia and Germany had close contacts in this area. With the direct participation of the Germans in Russia, the mining and mining industries developed, which affected the terminology of these industries in Russia. Political ties contributed to the acquaintance with German words from the field of public life and state administration, and the implementation of administrative reforms in Russia along the lines of Germany caused a significant influx of German administrative names in the Russian language. Cultural ties led to borrowings from the field of arts and everyday life. The prosperity of trade in Germany enriched the Russian language with German trade terms, and since trade is closely connected with transport, German words related to the field of transport naturally penetrated the Russian language.

Thanks to industrial, scientific and cultural success, Germany soon attracted the attention of other peoples. Russian people were keenly interested in the life of this country, the manners and customs of the Germans. With the advent of new objects and phenomena, Russians borrowed their German names, united by us into a group of items of everyday nomenclature.

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VALUE ORIENTATION IN AUDIO-VISUAL CONTENT AS A TOOL OF NATIONAL IDENTITY DEVELOPMENT

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Summary

The article is devoted to the development of the national cultural identity by means of molding and sharing the content, which contains the value orientations to enhance understanding by different social groups, namely the youth, their affiliation to a certain ethnical group with its specific mentality, moral norms, ethical principles and public position. In this paper, we applied Source Studies method, analysis of scientific literature, sociological and statistical studies as well as systematization practical experience of molding valuable content in interactive media. The paper explores approaches to understanding and classifying values as such, as well as possibilities of incorporating them in the content of the most popular forms, to be shared through the most relevant channels with active audience. Consequently, it is suggested to consider valuable content as a method of molding media culture, simultaneously taking into account both the internal and external factors of globalization processes, that also affect not only the formation of media culture but also the dynamics of socio-cultural changes and national landmarks. As well, we attract attention to inherent nature of audio-visual content, which through moving and sound images not only reaches considerable audience but also molds valuable principles to serve in favor of the development of identity of a certain society. Evidently, one of the information broadcasting tools full of value orientations is social networks, particularly, TikTok, which for the continuous growth of its audience is acknowledged both by statistics and perspective young audience, that is advisable to be influenced softly and with suggestive strengthening values of Ukrainianness.

Keywords: values, content, media, ethnos, cultural people, mentality, media culture social networks

1. Introduction

The specific characterizing the global civilizational process, to our view, is based on integration and interaction of ethnic groups, nations, cultures, values. However, one cannot ignore human-centric dimension, as its actualization is critical especially against the background of current developments in Ukraine in particular and in the world in general. Understanding human centric occurs by means of reflection on civilizational achievements, as well as cultural, artistic and educational gains and prospects for their development. Exactly these gains, to our mind, constitute the feeling of one's belonging to a certain culture, mentality, and ethnicity, i.e. comprise the symbols, which mold both collective and personal consciousness filling it with identity. Thus, the self-identification of the society, community, or a certain group reflects in the collective past, united by common history and even more – by a certain culture.

Understanding that identifying cultural codes enhance not only uniting the nation, raising its social consciousness, but also socializing separate individuals projecting cultural, social, resource values at them and civilizational gains direct us to explore the ways of molding national identity through broadcasting and distributing information on these values and gains. Thus, it is national identity, which molds person's self-evaluation and to other representatives and society members, as well as stipulates forming individual's stable qualities which mold their binary way of thinking, system of evaluative judgement, ability of selecting value orientations, which becomes the basis of personal communicative model acting both as a communicator and a consumer of information. Therefore, we suggest considering not only national identification via information coding but also analyzing which tools and means can help convey to the society exactly those values that will serve for the benefit of building up Ukrainian culture and Ukrainian society as a whole.

Issues of national identity, cultural and social values, inherent in this or that culture or ethnic groups draw attention of scholars of various scientific directions and spheres, namely Aronson D., Besanbayeva K., Habermas Yu., Helisli Yu., Hiddens E., Helner E., Etsioni A., Inglegart R., Kierkegaard S., Parsons T., Russell B., Riggs F., Sorokin P., Smith E., Heidegger, M., Huebner, C., Fransis H., Fukuyama F., Shlemkevich M., Shodmon H., and other theoreticians and practitioners striving to define national and cultural identity of certain social groups. As for Ukrainian science, philosophers and culture experts, linguists and artists are also trying to find the ways of forming identity comprehensible and acceptable for general state-building information policies of the country. Namely, Bekh I., Bukalov A., Dokukina O., Yevtukha V., Zhurba C., Ivanyshyn N., Crysachenko V., Lozko H., Parakhonskyi B., Rudnytska T., Ryabchuk M., Sereda V., Stehnii O., Stepiko M., Fedorenko S., Shkilna I., Shklyar L., Yurkevich P., Yavorska H., agree on the necessity of multidisciplinary research of Ukrainian identity, for as Stepiko M. notes: " The specific of the current stage of molding national identity in Ukraine is defined from the one side by the need to realize the idea of nation on the ground of Ukrainian values and from the other side – the need to realize socio-economic interests of the citizens" *(Stepiko 2011: 7)*. The values of Ukrainianness, expressed in cultural standards, have to be packaged qualitatively and wisely for further effective consumption. The revival of culture and search for common values – are key points, which can really unite Ukraine and seems a certain recipe of the way to exit from the systemic crisis. Thus, the cultural development enhances the value consensus that in turn has to be highlighted both through traditional and interactive media, which are major relays of public socio-cultural life for most Ukrainians.

2. Values as model landmarks in the Media

For development and effective functioning of digital technologies in the world, a person should acquire continuously certain knowledge, abilities and skills, besides in connection with the high dynamics of information processes in society, a person must have qualities enabling selfimprovment to the modern state of information technologies. In our opinion, in the conditions of digitalization, these personal qualities can be partly provided by the media culture of an individual, which becomes a vital condition for existence and development in the current world. This process is related to the fact that symbolic and sign systems, depending on the broadcast form and technologies are able to change the society, by correcting public consciousness. Today, technologies acquiring a mass character, contribute to the tendency that not individuals but their ideas influence the formation of public opinions on various topics,

thereby changing the world as a whole. Due to the media, the world of culture is filled with new meanings and images, norms and styles, forms of communication, etc.

The digital format of the culture in the new millennium has determined special possibilities of media culture as a global communication space and enabled specific ways of recording, perceiving and experiencing cultural phenomena with the help of media technologies. Thus, the dominant role of the media in the information society is a key factor in the emergence of media culture and, simultaneously, a factor in the transformation of culture, which determines the formation of consciousness through the transmission of values and the clarification of identical features.

Let's try to understand the essence of values, which existence is fixed by the time when a human began to realize and find in any things or phenomena the presence of properties to satisfy their needs, desires, interests. There is no unified approach to the differentiation of values in the scientific literature. Some scholars believe that the concept of "values" is related only to positive factors, others attribute the negative ones to it too. However, despite the differences in definitions of values, the main idea in most of them is that value is a public property of things, social processes, spiritual phenomena, capable to satisfy the needs of an individual, society, as well as concepts and motivations in the form of norms, goals, ideals *(Annenkov, 1998: 6)*.

Given that value is a phenomenon, important both for an individual and for the society in which the individual exists, it, as well, motivates the desire to live a full life, take efforts, work, achieve set goals etc, one may understand, that values, covering all spheres of social life, can be divided in each sphere into moral, ethical, aesthetic, and resource ones. Also, we can talk about the classification of values into social, cultural, political, vital – based on the physical needs of an individual. Contrasting class values, in our opinion, is not correct, because values can often be absolutized, which in itself cannot be correlated with individual values or national and collective ones. Traditionally, collective values include: freedom, axiom, truth, creativity, beauty, goodness, faith, hope, love; though this does not mean the specified list can be inherent to a separate individual, as it does not reflect such essential individual values as life, health, well-being and family wealth. Today, collective and national values, which include independence, good neighboring, patriotism, dignity, social peace, peacfulness, etc., come to the fore in the conditions of information aggression. People are seen to sacrifice the essential personal value, for the sake of the country's well-being, because they believe that values, acting as cultural traditions, customs, established norms provide the connection to the past, which is of particular importance for the education of patriotic feelings, passing family responsibilities to siblings, formation of public responsibility in the society. These social values may be analyzed both from the angle of global standards and from the angle of personalisation, aimed at increasing one's own mental activity and the search for unique identity, free from the influence of other cultures. Aspiring to a individualized consideration of social values, which is reflected in the modern world, we understand the tendency of dynamic personal development inherent in the present, herewith, it is essential to take into account the fact that such dynamics annihilate popular artistic achievements, replacing them with new ones.

Thus, it is necessary to understand what is really valuable both the individual and collective space, how it is consistent with national identification and, accordingly, not just to preserve, but also to multiply it in the Media, because the role of culture in molding morality and socially significant position is indisputable, since it is culture that constitutes the value-meaning basis of an individual's national self-identification. Culture is defined here as a system of "beliefs and customary values that ethnicity, religion and social group transmit from generation to generation to all its members on the fair basis" *(Guiso, Luigi, Paola Sapienza, and Luigi Zingales, 2006: 2)*, and its analysis turns into the content of values and beliefs of each group. Culture itself

differetiates the countries grounding on the public opinion on certain issues that prevails in the society. Culture is assumed to affect directly the activities of the country, as it influences on the sense of existence of this society as a whole. Culture is acknowledged to be not only the material, but also the spiritual essence of civilization, accordingly, cultural values are not just material and mental phenomena, but also communicative models for social subjects, because they contribute to conveying from generation to generation traditions, beliefs, customs, etc. which turn out to be valuable, significant, positive for the adaptation of an individual in the proposed reality. Through filling the Media with such models, occurs a certain virtualization of values, but it is due to this process media culture is formed, enabling devirtualization of value orientations, their decoding into informational relations and making them available for consuming by society as a whole, and individuals in particular. After all: "... it is value that is the basis and foundation of any culture. For this reason, the most important components of an integrated culture are also often interdependent: if one of them changes, the others inevitably undergo a similar transformation" *(Sorokin, 1962: 430)* – explains the relationships between culture and values P. Sorokin. Thus, we can understand that due to the transmission of values (not only cultural, but also social, mental, spiritual, etc.), culture as such is formed, provided that in the last decades value orientations have been formed in the information and communication space, changes in which come from the intensive development of global digital telecommunications networks and the development of the media landscape is followed by the development of media culture, however in these conditions it is necessary to understand all the responsibility assigned to the transmission of values in the Media. In this space, information serves for mass consumption in the society, as the major factor of its development, creating, storing and use of information and knowledge that provide new types and forms of communication. Based on the merger of telecommunication, audiovisual technology and hardware, a single integrated information and communication system emerges, where cultural transformations are observed mostly in creative works. In these conditions, the most important thing in the process of promoting value orientations is the use of media space opportunities, primarily modern IT services, network resources, television, cinematography, artistic forms, as well as opportunities created due to the development of innovative information and communication technologies.

3. Broadcast of socio-cultural values as a process of molding media culture

Given that television, newspapers, radio, movies, comics, popular novels, etc. today make cultural goods more accessible to everyone, there is a certain expansion of the cultural field, in which all artistic and cultural manifestations are "shared' to the general public. The fact that this culture arises from below or is created from above for its consumers is a problem to be considered from an integrated perspective, characterized by the daily broadcast of messages of various kinds molding our communicative universe, provided by the Internet, television, new forms of visual and audio content.

Involvement of amateurs (bloggers, Instagrammers, etc.) in active participation in public life, expanding the field of information consumption has created a new anthropological situation of mass civilization. Mass media culture, creating a new civilization that has its own value system based on new ethical and educational models, made by different generations along the national history, becomes a product to broaden people's consciousness for them not only to consume but also to see what they consume. Gone are the days when cultural values were a class privilege and were not available to everyone indiscriminately *(Eco, 2004: 53)*, therefore,

due to virtual communication, marked by the use of social networks, the Internet, mobile devices, the transmission of socio-cultural values is simplified, thereby forming a cultural environment where representatives of different social and age groups are more and more often exercising interpersonal relations online. Virtual communication affects the development of language, culture and life values. In particular, this is manifested in new signs and symbols, art directions, as well as renewal of life programs. For the successful transmission of values, it is necessary to "pass experience to others in the way of its following active reproduction – without thinking it over, studying it, accepting it passively, but reacting to the ways of transmitting this experience, really felt by those to whom they are offered" *(Negus K., Pickering M., 2011: 79)*. Such forms of cultural and recreational information consumption are growing in demand by various representatives of modern society more than traditional ones.

Referring tothe extensive digitalization, we understand that the transmission of socio-cultural values takes place through channels that can provide informative, enlightening, ideological, as well as suggestive functions. In our opinion, it is interactive media that are able not only to provide the abovementioned functions, but also have become the means of the highest demand by today's public, as for being a relaxer, it is a powerful tool for influencing individuals, their culture, etc. Traditionally, convergent media are considered as the means of communication, but recently in the Media they are increasingly used not only as a relay, but also have become a certain kind of art, a cultural phenomenon of our time, because through the culture they influence on the economy, social relations, and politics, programming the minds of millions people, controlling their judgements and behavioral practices.

Accordingly, interactive media created by a person or a group become the founder of media culture, which reflects not only the socio-cultural evolution of the society, but also the individual development. We should note that the molding of media culture, i.e. the broadcast of cultural values by specific media (personal or collecive), is stipulated mostly by individual factors, such as personal qualities, mood, personal experience, education, ability to self-development, critical thinking, etc., however, the external influence on the transformation of the media culture shouldn't be excluded, as it is consistent with dynamic processes of globalization, existing relations in the professional sphere, ethical norms and established rules. Therefore, media culture is being improved continuously due to the development of both technological and educational as well as relational components.

4. Relevant forms of presentation of valuable content in the Media

One of the leading forms of influence on the society, to our view, is audiovisual content being the founder of the Media and intercultural communication, it is at the same time susceptible to the influence of not only technical and technological innovations, but also changes in paradigms of thinking in general. Numerous media channels create a special information field affecting the way of molding social, moral, artistic, aesthetic values and interests. Screen media, which include cinema, television, video, the Internet, etc., govern the viewer's emotions much more effectively than traditional printed ones: media information affects simultaneously both hearing and vision, synthesizing almost all human methods of communication *(Subashkevich, 2016: 100)*. Accordingly, representatives of various social groups mostly perceive actual reality as "reflected" by audiovisual media culture, a mutual projection of the inner and outer worlds, where reality changes many times. This self-projected, meanwhile real world is a symbolic space-time continuum, which cannot exist even for a short

time in any stable, fixed form, without continuous transforming and developing. Iconic and symbolic representation of inner experience provides the life world with a special form – an individual "packaging" *(Tytarenko, 2000: 6)*, existing not only autonomously from external perception, but also constituting a completely competitive alternative.

Having analyzed statistical data of network, resources reflecting the number of global web users, it can be seen that audio-visual content is consumed much more actively than media texts. One of the platforms that broadcast short videos, in which it is appropriate to embed the necessary valuable content, is TikTok, launched in 2017, which has quickly acquired global popularity. The huge popularity of TikTok reflects one of the most significant technological trends of recent times – the transition from a personal computer to a mobile device. It also reflects recent changes in internet user behavior, such as shorter attention spans, causing short-form video platforms to become major players. The number of TikTok and Instagram users increase can be observed through the data of statista.com for 2020 and 2022 (Figure 1) *(Statista)*.
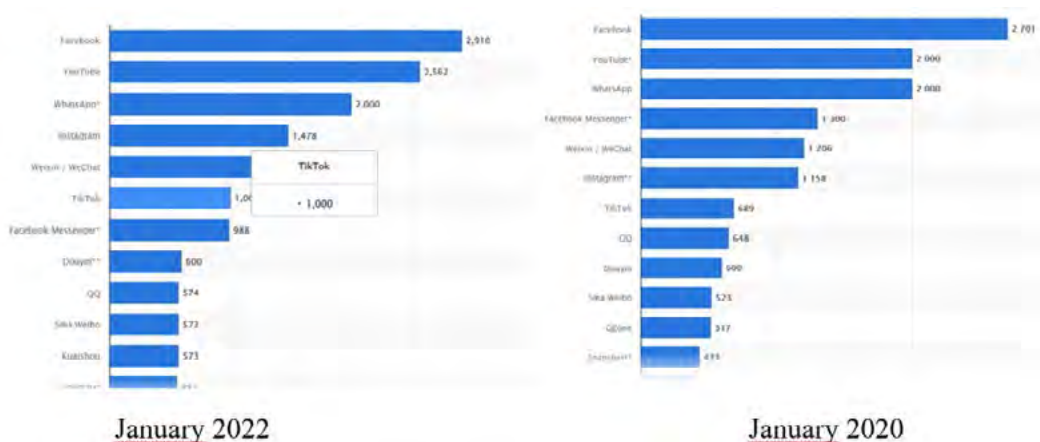
**Fig. 1. The most popular global social networks by the data
of statista.com (Statista)**

However, what makes the app a global phenomenon is its demographic range. In our opinion, it is the youth the valuable content we talked about at the beginning of our article should be aimed at.

TikTok allows users to create, edit and share short-form video clips enhanced with filters and accompanied by the latest music trends. It should be noted that according to the study by Kantar *(Kantar)*, people perceive music on TikTok as "fun" – what is 66% more than other platforms in silent mode. Users believe that the sound accompaniment in TikTok adds more information to the content, making it more interesting and exciting. Music on TikTok can be considered as an anti-scroll that keeps users' attention. In the world of endless content – photos, videos, stories, lives, posts – the sound stops the user and preventing them from moving down the page. If the content affects both vision and hearing, the brain gets more involved for more time necessary to process the received material. Music keeps the attention of users encouraging them to focus fully on the content (both organic and advertising). Kantar study reports 73% of respondents to stop for watching audio content. Therefore, for broadcasting the necessary (in our case valuable) content, music plays a key part of interaction with the consumer.

Thus, images filled with valuable meanings, supported by sound accompaniment, to some extent can be considered a form of art, due to which both individualized and collective processes of creativity are activated. Serving as a relay of cultural and social achievements, audiovisual content affects the formation of the worldview of both the society as a whole and an individual in particular, and even contributes to the acceptance or rejection of certain moral norms, ethical rules and cultural values. Being the art of visual moving images, audiovisual content is aimed at the ideological and moral education of the public in all life periods and cycles, taking into account the professional, age, social and other characteristics of this content's consumers. Due to its organic nature, information presented through moving and sound images reaches a colossal audience, fixing socio-cultural values and their impact on the public as a whole, thereby forming new moral, ethical, aesthetic and cultural norms, which in turn shape those values that serve to build the identity of a certain society.

5. Conclusions

The long live studies of value sphere issue has acquired an interdisciplinary character and become a reflection of the value orientations phenomenon under consideration of many scholars as these orientations include ideological, political, ethical aesthetical and other grounds for a person's evaluation of social events, as well as a way of structuring their behavior regarding the motives in compliance with ethics and values. Value orientations of inner and outer environment of both an individual and a collective are closely related to social experience, the system of value attitudes fixed in a specific temporary situation in the society. Evidently, the molding of value orientations are affected by various factors, among which the role of interactive media is hard to overestimate, for exactly they play an important part in forming concepts on the surrounding world and life norms. But, it is necessary to keep in mind that the information, broadcast in the Media molding a certain media culture, forms the public opinion in the conditions of a certain opposition of the national identity to the ongoing globalization therefore provoking inconsistency of value orientations in the society.

Continuous discussion are held in modern Media as well as social – cultural and legal areas on various approaches to regulating media activities, molding media culture, filled with value orientations and cultural traditions, developing the decent Media to broadcast not only social and cultural collective relations but also a clear direction of social development to enhance molding the national cultural identity.

In our view, the change in the situation is possible through the development of the information policies on the ground of the national cultural identity and the value of Ukrainianness as well as responsible Media self-organizing. For this reason it is essential continuous update should be provided on the media hygiene, spotting fake information, searching for primary sources, as well as relevant use of information technologies aiming at strengthening the system of spiritual and moral values. We consider it possible through audio-visual means of communication, enrichment of the national electronic library, creation of data bases, portals, profiles in social networks, channels in the Telegram and Viber networks to share information on Ukrainian traditions, values, national art achievements, cultural heritage, etc.

Summing up the above, the conclusion can be made that the national cultural identity is exposed to a huge number of internal and external threats, provoking the existing moral models, cultural traditions and values, spiritual unity, the outlook universals as the background of culture. Nowadays, the Internet, with its ability to broadcast various types of content,

especially audio-visual, being the most important tool for conveying culture not only reflects reality, entertains, educates millions people of all ages but is the major institution to disseminate cultural values and guarantee the national security. In this regard, it is critical to implement social and legal regulations to the process of broadcasting information in the modern Media.

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INTERCULTURAL COMMUNICATIVE COMPETENCE
OF UNIVERSITY STUDENTS

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Summary

The article focuses on applying intercultural awareness in English language teaching for university students. Teaching a foreign language cannot be separated from teaching about other cultures. The use of English as a tool for intercultural communication plays an important role in acquiring knowledge on other countries and their culture. In such aspect teaching English cannot be separated from teaching about other cultures. Effective ways of acquiring intercultural competence are solving practical problems, dealing with case studies and using authentic materials. Most case studies require students to answer open-ended questions or develop a solution to an open-ended problem with potential solutions. Good training can help understand intercultural differences in the areas like decision making, communication style, management style, leadership and meetings. The acquired skills will allow them to interact in an appropriate way when working with people who have different cultural backgrounds. The role of the teacher is to facilitate and monitor their work and possibly correct mistakes made by students. Effective communication requires more than mastering grammar and vocabulary of a language. It is the process that requires also knowledge of culture. Culture becomes an important part of the language teaching process. Having knowledge in intercultural competence is the key to successful professional activity for future specialists.

Keywords: intercultural competence, cultural dimensions, intercultural awareness, method of problem situations, interacting modeling method, method of simulation.

1. Introduction

In the era of information revolution and globalization cross-cultural contact among people from different countries has become an ordinary event in their lives. People communicate through modern information technologies on the daily basis formally and informally. In international contacts they have to overcome many obstacles emerging from different countries, not only different languages but different ways of life. Intercultural differences have become an inevitable part of teaching foreign languages.

Developing intercultural competence together with language and professional skills is becoming actual and necessary for surviving in the global marketplace. Teaching a foreign language is not enough in today`s global world. Acquiring foreign language skills cannot be separated from developing intercultural competence. Intercultural competence is the ability

to communicate successfully at all levels of professional activity. This competence can be obtained as an essential component of the English language teaching process at universities.

The aim of this paper is to prove the hypothesis: developing intercultural competence together with language and professional skills is becoming necessary for preparing high qualified specialists. Methods used in the study: general scientific (analysis and synthesis, induction and deduction), methods of theoretical research (from abstract to concrete).

The problem of intercultural competence in the foreign language teaching has become a special concern of foreign and Ukrainian researchers such as Michael Byram, John Saee, Nancy Buerkel-Rothfus, S. Ter-Minasova, I. Khaleeva, A. Solodka, O. Krychkivska.

2. Cultural dimensions of G. Hofstede

Intercultural differences stem from different cultures, which identify different ways of life in different countries. There exist a large number of definitions of culture. Thus, Bates and Plog see culture as "a system of shared beliefs, values, customs, behaviours, and artifacts that the members of society use to cope with their world and with one another, and that are transmitted from generation to generation through learning" *(Bates and Plog, 1990)*. An anthropologist E.T. Hall defines culture as "the way of life of people. It is the sum of their learned bahaviour patterns, attitudes, and material things" *(Hall, 1959)*.

That means culture is perceived as something learned, not inborn. Each society is based on certain dominant values, which may vary significantly. They affect the way of communication, conduct and outcome of trade negotiations as well as purchasing behaviour and consumption patterns. These dominant values are disseminated through various institutions such as justice, family, education, religion. Culture reflects the human aspect of the human environment. It consists of beliefs, morals and habits that you learn from other people. To understand each other at the international level people have to know foreign language and the culture of this country.

Two communicational tools for this understanding are high-context and low-context communication, and individualist and communitarian conception of self and other. High-context and low-context communication was developed by E.T. Hall *(Hall, 1971)*. Communication depends on the field of dependence, which refers to which things outside communication affect the communication itself. In high-context setting, nonverbal communication conveys important messages to understand the situation. In low-context setting, verbal communication is more important for understanding the situation than the context. Communication in low-context settings is more direct. Low-context communication is typical for Western cultures. To be successful in international conversations people have to learn how to balance between these two different settings. Western cultures can be characterized as the cultures with the individualist approach, whereas Eastern cultures based on the communication approach.

Nowadays people of different culture work together and communicate more often than in the past which requires paying more attention to raising intercultural awareness. If you work in international business, you may sometimes have difficulty understanding how different people in other cultures behave. Therefore, if someone goes into another country, he or she cannot expect people to behave in the same way as they do in in their home country. In the late 1960s and early 1970s the Dutch psychologist G. Hofstede gathered data about national cultures from employees working in subsidiaries of IBM. He published the outcome of his research, which can be used as the guidelines for understanding other cultures in a book called Culture`s Consequences: International Differences in Work-related Values (1980). Hofstede identified

four cultural dimensions to distinguish different cultures. Some years later he added the fifth and the sixth ones and created the model of five dimensions of culture:

    1. Power distance (PDI)

    2. Individualism/ Collectivism (IDV)

    3. Masculinity/Femininity (MAS)

    4. Uncertainty avoidance (UAI)

    5. Long-term orientation (LTO)

    6. Indulgence (IVR)

Power distance tells us about the inequality in a society, what way members of a society accept distribution of power in the society. The higher the score, the higher inequality in a society is accepted. Ukraine with the score 92 points in comparison with the UK and Germany 35 points and the USA 40 points is near at the top of this dimension and shows the attitude of Ukrainians to institutions *(Hofstede, 1980)*.

The degree of interdependence among the members of society is expressed by the dimension of individualism. Ukraine`s score of 25 points in comparison with the UK 89, Germany 67 and the USA 91 points identifies Ukraine as an individualistic society close to the middle apart from three other countries which can be characterized as individualistic societies oriented to their families *(Hofstede, 1980)*.

On the scale of the dimension of masculinity or femininity Ukraine has a score of 27 points, which indicates a highly femininity society. The MAS index for the UK, Germany and the USA is higher (66, 66, 62 points) *(Hofstede, 1980)*, that shows that statues in the society is balanced with caring for others and the quality of life.

The UAI score (uncertainty avoidance) indicates the attitude of the members of a society towards the future. The higher the score, the higher uncertainty avoidance is preferred. The members of a society with the high score of the UAI index prefer security and predictability of their future life. The uncertainty avoidance scores for Ukraine, the UK, Germany and the USA are 95, 35, 65 and 46 points *(Hofstede, 1980)*.

The long term orientation dimension (LTO) shows whether the country is oriented to the future or to the present. Among four compared countries (Ukraine, the UK, Germany, the USA) only Ukraine and Germany are long-term oriented countries with scores of 55 and 83 points. The others (the UK and the USA) are short-oriented countries to the present time with scores of 25 and 29 points *(Hofstede, 1980)*.

Hofstede's sixth dimension, discovered and described together with Michael Minkov, is also relatively new, and is therefore accompanied by less data. Countries with a high IVR score allow or encourage relatively free gratification of people's own drives and emotions, such as enjoying life and having fun. In a society with a low IVR score, there is more emphasis on suppressing gratification and more regulation of people's conduct and behavior, and there are stricter social norms. The IVR index for Ukraine is 18 points in comparison with the UK (69 points), Germany (40 points) and the USA (68 points) *(Hofstede, 1980)*. Ukraine has a low IVR score and according to Hofstede`s model is characterized by a restrained culture, where there is a tendency towards pessimism.

Cultural norms play a large part in interpersonal relationships at work. When you grow up in a certain culture, you take the behavioral norms of your society for granted, and you don't have to think about your reactions, preferences and feelings, provided that you don't deviate too much from the central tendency in your society. But when you step into a foreign culture, things suddenly seem different, and you don't want to cause offense. By using Hofstede's Cultural Dimensions as a starting point, you can evaluate your approach, your decisions, and

your actions, based on a general sense of how people in a particular society might think and react. Of course, everybody is unique, and no society is uniform, but we can use this model to make the unknown less intimidating, avoid making mistakes, and to provide a much-needed confidence boost when you're working in an unfamiliar country.

The Hofsted`s 6-D Model helps to understand the cultures of different countries and the comparison of these six dimensions provides us with useful information how to deal with people from different countries.

3. Gaining intercultural communicative competence

Teaching a foreign language is not enough in today`s global world. Acquiring foreign language skills cannot be separated from developing intercultural competence. There are a number of reasons for this. The globalization of national economies has increased the need for intercultural communication. Future specialists have to deal with culturally diverse staff, suppliers and customers. Since culture affects every facet of our life – from dress code to the way of doing business – people need to develop particular attitudes and skills to become successful in their home country as well as abroad. The acquired skills will allow them to interact in an appropriate way when working with people who have different cultural backgrounds.

Defining intercultural competence is a complex task. At the heart of intercultural competence is the preparation of individuals to interact appropriately and effectively with those from other cultural backgrounds *(Sinicrope, Norris, Watanabe, 2007)*. As a result, understanding culture becomes an integral component of intercultural competence. Nieto's definition of culture as, "…the ever-changing values, traditions, social and political relationships, and world view created, shared, and transformed by a group of people…" *(Nieto, 1999)* makes it difficult to identify which aspects of a given culture should be included in classroom instruction.

Good training can help understand intercultural differences in the areas like decision making, communication style, management style, leadership and meetings. Constantly increasing number of immigrants, tourists and mobility students need certain level of intercultural awareness. Intercultural awareness will also help employees going to work abroad adjust faster to living and working in a foreign country, and thus to achieve better professional results. John Saee sees "the main source of misunderstanding among cultures" in "the differences in values and priorities. Some of the most common misconceptions reflect the way in which different cultures understand time, thought patterns and reasoning, personal space, material possessions, language, religion, ethnocentric beliefs as well as the presence of many languages"*(Saee, 2007)*.

Intercultural competence is the ability to communicate successfully at all levels of professional activity. This competence can be obtained as an essential component of the English language teaching process at universities. The use of English as a tool for intercultural communication plays an important role in acquiring knowledge on other countries and their culture. When speaking with the English, it is also important to learn how to keep the conversation going as well as knowing which topics acceptable and which are taboo. Intercultural competence also involves the knowledge of common greetings, rules on shaking hands, physical contact, eye contact, addressing people, the use of titles, colour and number symbolism, gestures, dressing, gifts.

Effective ways of acquiring intercultural competence are solving practical problems, dealing with case studies and using authentic materials. Most case studies require students to answer open-ended questions or develop a solution to an open-ended problem with potential

solutions. The role of the teacher is to facilitate and monitor their work and possibly correct mistakes made by students.

Professor Michael Byram in his book "Teaching and Assessing Intercultural Communicative Competence" depicts someone who gains skills in intercultural communicative competence as an individual who is successful in: building relationships while speaking the foreign language of the other participant; negotiating how to effectively communicate so that both individuals` communicative needs are addressed; mediating conversations between those of diverse cultural backgrounds; and continuing to acquire communicative skills in foreign languages not yet studied. This final characteristic stresses that when an effective intercultural communicator learns to interact with those from a specific culture, a foundation of language and culture learning has been built, and that individual is more likely to continue to gather linguistic information from other cultures in order to broaden the spectrum of intercultural encounters. Gaining intercultural communicative competence (ICC) is about more than simple exchanges, rather it centers on building relationships and engaging in communication even when the participants involved do not share the same worldview *(Byram, 1997)*.

In Byram's Model of Intercultural Communicative Competence, foreign language teachers are asked to guide learners through the process of acquiring competencies in attitudes, knowledge, and skills related to intercultural competence while using a foreign language. Teachers must lead students through activities in which attitudes about the "other" are considered, and ideally transform the learner. The goal for the students is to start by questioning their preconceived ideas before entering into a process of discovery about the "other" with the intent of becoming more willing to seek out and engage with otherness in order to ultimately experience relationships of reciprocity *(Byram, 1997)*.

As students continue to engage in analysis of other cultures, certain knowledge must be acquired. It is imperative that the foreign language educator allows time to explore the national identity of the home culture and the target culture in relation to history, geography, and social institutions *(Byram, 1997)*. Once learners have taken time to discover the similarities and differences between their culture and that of the target culture, the teacher must craft activities that will prepare students to build relationships with people of diverse backgrounds and languages *(Byram, 1997)*. Next, foreign language students must be provided the time and the space to develop skills in interpreting and relating. When students begin to identify ethnocentric perspectives and misunderstandings related to cross-cultural situations, they become able to understand and then explain the origins of conflict and mediate situations appropriately in order to avoid misinterpretations *(Byram, 1997)*. Finally, skills in discovery and interaction allow intercultural speakers to identify similarities and differences between home cultures and foreign cultures resulting in successful communication and the establishment of meaningful relationships *(Byram, 1997)*. A successful intercultural speaker seeks out opportunities to meet individuals from diverse cultures in order to share information through communication in a foreign language.

Based on the information provided in Byram's Model of Intercultural Communicative Competence *(Byram, 1997)*, foreign language teachers must reconsider methods for teaching language and culture in the classroom if the goal is to create true interculturally competent speakers of the language. Traditional methods for teaching foreign languages emphasized the importance of students practicing language structures, pronunciation and vocabulary in order to become native like speakers. Byram explains that putting the focus on the creation of native speakers actually sets most students up for failure because they are asked to detach from their own culture while accepting the fact that the native speaker holds the power in the interaction. This inhibits growth toward intercultural competence, as the learner is not

given equal opportunity to bring his/her beliefs into the conversation. Rather than pushing students toward using a foreign language like a native speaker, language teachers should guide students toward using language that structures new discoveries about the "other" and about themselves *(Byram, 1997)*. The focus shifts from preparing students to communicate without error in order to survive a foreign culture to communicating openly in order to build relationships so that they can thrive in a foreign culture. When the teaching of intercultural communicative competence includes models of reciprocal relationships in which students play the role of a "social actor", students experience the mutual discovery of another language and culture, and language classrooms become places where students and teachers consider questions of values and morals, which can ultimately promote the notion of democracy *(Byram, Gribkova, Starkey, 2002)*.

4. Methods of teaching intercultural communication

Nowadays the state of the teaching methods of foreign languages in   universities does not always reflect the real needs of the society in the development of foreign languages. English for Communication programs include only general guidelines for forming linguistic and communicative competences for students of higher educational institutions. Unlike the required minimum of school education, programs at the university do not indicate the specific degrees and methods of differentiating language skills. Therefore, the choice of educational material remains for the teacher.

On the basis of the analysis of some educational and methodological complexes for the study of a foreign language, one can conclude that, at the initial stage of study at a faculty of foreign philology, the acquisition of a foreign language can be achieved by including in the teaching materials operational-semantic differences, which are correlated both in the native language and in the language being studied. This aspect of mastering foreign language in an intensive course corresponds to the section "Vocabulary oriented learning". It contains only lexical material, which provides the process of communication in its various aspects. Student engagement with dialogue speeches based on authentic dialogues and techniques for working with them with the purpose of gaining intercultural communicative competence. All study guides are universal in nature, have no narrow thematic constraints and can be used in work on a variety of subjects.

The intercultural orientation in teaching English for Communication may be added to the dominant cultural and household topics. In this case it becomes possible to conduct regular conversations about events from students' lives. Naturally, that the intercultural content of each topic or sub-topic requires appropriate lexical content. So, when studying the topic "customs and traditions" it is possible to provide students the opportunity to compare cultural differences of countries using nationally biased lexical units of native and target languages. When selecting vocabulary, the principle of functionality should not conflict with the principle of frequency, although in some cases it is inevitable. However, the selected vocabulary for each individual topic cannot, of course, be introduced simultaneously, all at once. It should be done in small, strictly dosed portions. Such approach depends on specific nature of cultural and household topics. As it was discovered through a special survey, within these themes, the flow of new, communicatively-motivated information is continuously carried out, in connection with which there is a possibility of repeated return to each of them and the expansion of these themes to the new ones, introducing new portions of intercultural vocabulary. This is the main specificity

of cultural and household themes, from which we can draw the following conclusion: the main cultural themes should be repeated from year to year with their gradual expansion and complication of intercultural lexical units. They should be studied in the form of expanding intercultural semantic concepts, each of which marks a return to the previous studied topic or in the next academic year and is associated every time with the introduction of the next portion of communicative and valuable vocabulary.

The possession of the linguistic material is necessary for the implementation of intercultural communication and can be achieved only with the complex study of all kinds of linguistic activity and the assimilation of the linguistic material in the interaction of all analyzers, that is, in the unity of speaking, listening, reading and writing.

The process of training master degree students of intercultural communication in Ukrainian universities can be based on the analysis and interpretation of real cultural contacts. Therefore, the most effective method of teaching intercultural communication is training. Traditional forms of learning suggest predominantly general development of the individual, while the training is more focused on practical requirements and the study of specific situations *(Solodka, 2007)*. This orientation stimulates the development of a whole group of applied methods, the use of which in the learning process made it possible to make learning intercultural communication effective and purposeful *(Buerkel-Rothfus, 1985)*.

Here are some examples of the following methods:

1. The method of interactive modeling is aimed at conscious reproduction of various individual and group situations of intercultural communication. Due to this method intercultural and emotional energy of the participants of the educational process is directed to the analysis and assessment of situations. Simplified world of interactive models enables participants to understand and explore the ways and types of relationships in intercultural contacts better than in real life. We can offer a discussion of the problem situation aroused in the process of communication between representatives of different cultures, which differ in language, behavior, customs, etc.

2. The method of simulation is to create artificially a specific situation of intercultural communication and to predict possible options and outcomes, based on different points of view and aspects. Singular situations allow you to enter the image of a person of another culture and, as a rule, is the generalized experience of intercultural communication of all participants in the process. An important feature of this method is the compulsory creation of conditions for cultural creativity, since creativity itself is the main activity of its participants. Implementation of these requirements to a large extent is ensured by the use of simulation games. The goal of simulation games is to teach students how to function in a culture that means being in an unfamiliar cultural environment, which feelings and emotions can be felt by people at the same time. Participants have the opportunity to test themselves in different roles. Game results are discussed *(Solodka, 2007)*.

3. The method of problem situations is to organize such situations, in which intellectual-ethical issues transform into emotional. Due to this, the participants understand the lack of resources used, find in cooperation with the teacher the necessary material to overcome the difficulties, independently set the tasks for the development of their own capabilities, which are necessary for the development of an appropriate strategy of action in the indirect or immediate situation of intercultural communication. It is possible to set, for example, the following questions: What language differences can indicate different national characteristics? How is the way of life, cultural values reflected in the language of every nation?

5. Conclusions

Consequently, the processes of globalization and integration in the world and the cardinal socio-economic transformations associated with them in Ukrainian society necessitate the reformation of foreign language training of masters in higher pedagogical educational institutions. The practice of intercultural communication shows that knowledge of the lexical-grammar system of a foreign language does not guarantee the achievement of mutual understanding, because the cultural differences of the interlocutors can lead to misunderstanding or even to conflict and "cultural shock". Taking into account these circumstances, we can conclude that the main purpose of training specialists by means of foreign languages is the formation of the ability to intercultural communication.

Effective communication requires more than mastering grammar and vocabulary of a language. It is the process that requires also knowledge of culture. Culture becomes an important part of the language teaching process. Having knowledge in intercultural competence is the key to successful professional activity for future specialists.

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HUMAN PERSONALITY DEVELOPMENT IN CIVIL SOCIETY

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Summary

This paper is aimed at carrying out a comprehensive analysis of human personality development in civil society and identifying the factors which has an impact on this process. The authors show that there is a clear increase in the crisis and limit states of being in the modern society. This situation needs to be addressed immediately, because the 21st century is the stage of systemic transformation of society. Man has lost the balance between all components of his own life and rational reference points throughout the universe of human being. The authors have determined that of all modern philosophical trends, existentialism is the closest to the real fate of the common man. Furthermore, existential philosophers are able to answer the questions that are of concern today. The authors have proved the need to identify the factors which influence the development of the human personality in civil society of the 21st century. The paper reflects that the existence is an important factor which determines the life of the person, his/her attitude to life and death, to his/her position in the world. This factor has a total impact on the internal state, person's relation to reality, his/her behavior and self-esteem.

Keywords: personality; society; existentialism; person; life; philosopher.

1. Introduction

Today, a modern man has lost the balance between all the elements of his/her own life and human orientation. Above all, it is concerned to social institutions, culture, individual existence, thinking, values, moral imperatives, mental health and more. It was the general characteristic of a man in the 21st century.

What caused such a destructive process? The man has created an incredible amount of new computer technology, which made much easier life for the humankind. Material and technical values became all the more common nowadays. Furthermore, such things as morality, faith, love and peace have receded into the background. The man of the 21st century is a menacing slogan, which destroys his/her existence in the world. Moreover, the man of the 21st century is associated with the mass computerization, weapons, terrorism, enrichment, thirst of power, war and the loss of sense of boundaries being, which is the worst. Finally, the man destroys himself/ herself and all life on the planet.

Human feelings and emotions were replaced by computers and the Internet. Namely, there is an artificial communication, degradation of cultural and spiritual development, complete combination of technological area in the networks. Thus, a man gets a different reality, which is more perfect.

2. The aim of the study

In the light of the foregoing, the purpose of the article is to carry out a comprehensive analysis of human personality development in civil society and to identify the factors which have an impact on this process.

3. Results and Discussion

Scientists note that "the anthropological turn" was in the philosophy of the twenty-first century. It happened not because it was gained a lot of knowledge about the person which has to be organized and summarized, but because there was a situation of "human crisis". Furthermore, it was clearly that a man is no longer master of the universe and the crown of evolution. Such demonic powers as anger and hatred, which are always present in the human mind, broke out in the modern era. Moreover, these demonic powers can immediately put an end to man and all living matter on the Earth.

In this regard, the philosopher Valery Gubin writes that a man has faced with the acute problem of the end of human life. This is the end not only the individual, but also mankind in general. Therefore, understanding of their own end has created a sense of randomness (needlessness) of the existence and unpredictability of fate. This, in turn, is the anthropological turn in the philosophy as a whole as an attempt to find a way of man's salvation in the man himself, the secrets of his body, soul and mind. Each step in the scientific and logistical progress is a step which brings disaster.

Exploring the issue of freedom of choice and self-determination rights, we must emphasize another factor. This is a hidden influence of the mass media, which limits individual freedom of choice. A characteristic feature of the hidden influence on the consciousness is to create the illusion of visibility freedom of choice, but it really is not. Beliefs, attitudes, opinions is imposed from outside. The man of modern society is formed and exists in the huge information space which is created by the mass media.

The behavior of such a person depends on the information which is got by television, the radio and the Internet every day. That is why a man of information society is not free because he is unable to directly receive all necessary information about the events taking place around. We stopped to critically interpret the information.

In science studies, it comes to approaching a global ecological catastrophe through intensive qualitative and quantitative destruction of natural conditions and resources which is necessary and sufficient for the existence of living matter. First of all, it is a danger to man. According to scientists of the Club of Rome and other authoritative international organizations, the mass extinction of humanity can begin with current trends in the interaction between society and the environment after 35-40 years. This applies to all countries and people *(Stokes, 2015)*.

However, the philosophical thinking of the 21ˢᵗ century is deep in thought about the nature, content and form of human being, problems dissociation and alienation, destruction

and tragedy of human existence. Processes, which are in the economic and socio-cultural space, encourage to it. Nevertheless, these processes cannot use knowledge of the specific philosophical understanding of man, his history and life as a whole.

However, the relevance of our research topic is due not only to this process, and the fact which shows that the philosophical thinking emerges as a powerful factor in consolidating consciousness of the nation. Moreover, it is able to find the optimal forms and methods of human existence.

Nevertheless, the specificity of philosophical reflection of man at the beginning of the 21st century forms in the context of theoretical and philosophical synthesis of the tradition of thinking which represents the need for the formation of the whole person. Crisis society needs to overcome destructive phenomena in it, create the personal space for the real-life process of the ideals, which were made throughout the history and they are able to implement a comprehensive influence on the spiritual and intellectual development today *(Massey, 2015)*. Unfortunately, the current situation is characterized by the absence of a clear answer to this question. The existence of numerous methodological approaches of study of man raises the need to integrate different theories of sciences into a single conceptual executed general scientific picture of the world and search for common methodological foundations of human understanding. In this regard, a problem determining the essential nature of man, the meaning of life, the place and importance in the integrated system of the Universe became of particular relevance again *(Jackson, 2012)*.

The current generation has its historical mission and vocation. It only has such a world-view which is inherent to it. According to it, the philosopher José Ortega y Gasset notes that generation is the most important conception in history because it moves as history *(Holmes, 2017)*. Thus, the world is in the process of changing values of generation. Therefore, taking into consideration of this, we must determine the functioning of society on such humanistic principles as the formation and development of political education and political culture of youth; create conditions for self-identity; to overcome the contradiction between the interests, needs, values of society and the younger generation, etc.

So, we see the problem of the crisis in all spheres of life of the person. As a result, human personality development is one of the common and leading topics in modern philosophy.

Such definitions of modernity as the end of history, the era of scientific and technological revolution, atomic era has become usual at our present time. Each of these characteristics has unequivocally imposed on the present state of civilization, experiencing technological era of its development. The multiplicity of definitions of era expresses not only a special dynamism and drama of civilization processes, but also the awareness of the international community. Thus, our world is at a crossroads i.e. in the crisis situation. Many signs of this crisis are inherently not new. The globalization only added extremely and heightened global nature to them *(Wittrock, 2001)*.

Therefore, the emergence of the information society significantly drew near to boundaries between the spiritual, existential, inner world of man and the external forces of self-destruction which were created by the man in the 21st century.

Exploring issues of the information society we can note that today, when the world has abandoned the socialist totalitarian structures and builds an information society in which the discomfort of one person can effect on thousands of people, we must find own culture in new dimensions of postindustrial society. At this point, many developed countries hold hundreds of conferences, offering hundreds of new concepts. But it is still not formed a single working hypothesis which would satisfy all sides of powerful process.

However, we believe that existentialism, which is one of all the philosophical currents, is the closest to the real fate of the common person. Furthermore, in our opinion, representatives of this trend are able to answer the questions which are concerned by us.

The central concept of existentialism is the whole concept of "existence". The Latin word exsistentia comes from the verb exsisto and means "exist" or "to be". The specific of the prefix «ex» is characteristic as "come out". In modern philosophy, this prefix is associated with the characteristics of human existence as a living processuality, open reality. In this case, the construction of the word "exsistere" means "come out" the boundaries of existing life, which is characteristic only for humans *(Shusterman, 2001)*.

"Existence" has appeared in European philosophy during the Middle Ages as "the existence of someone". It turned out that the existence of God. Researchers believe the philosophy of existentialism that "exist" in the characteristics (integrity, indivisibility, etc.) is related to the being of man *(Shusterman, 2001)*. Therefore, integrity involves the presence of terror, conscience, experience. In fact, this is the integrity of existence. These emotions show the nature of existence. Each of these concepts is called as "existence".

"Existence" means a sign of life. The social, spiritual, physicality life of man does not determine its existence, but rather sets the existence of the possibility of understanding life as social, spiritual, and so on *(Bazaluk, & Nezhyva, 2016)*.

The history of philosophy gives us the opportunity to see the diversity of existences which were the object of study of many researchers such as Kierkegaard (despair), Heidegger (care), Dilthey (life), Jaspers (communication), etc. They all have anthropological value.

The essence and meaning of "existence" was formulated by Kierkegaard. According to Kierkegaard, man is different from an animal because a man is aware of himself as a personality, individuality, not part of the genus. The existence of man is the existence of personality. According to Kierkegaard, the existence is essentially in three distinct areas such as aesthetic, ethical and religious. Moreover, there is a gap between them *(Stokes, 2015)*.

For example, Heidegger understands the existence in the sense of "being as consciousness", i.e. a certain point of attraction of man to the world through direct objective environment. For Jean-Paul Sartre, the existence is a prerequisite for the implementation of human life, i.e. this is his ideal project which is related to the recognition and acceptance of decisions and personal responsibility. According to Jaspers, the existence is something which coerces people to just unfathomable and incomprehensible acts. He considers that the existence "runs away" from rational knowledge and becomes a transcendent *(Jackson, 2012)*.

It should be noted that the understanding of existence is the foundation of human existence and personality. So, the meaning of "existence", which indicates them, has significant differences. In this case, the nature of factor of human existence (i.e. existence) is understood differently. Actually, every philosopher wants to highlight not the same as the basic existences in life. For example, these are some existences which were chosen in human life such as anxiety (Heidegger), boredom (Camus), freedom, nausea and fear (Jean-Paul Sartre) and others. Furthermore, in this case, it is important not only concrete thinker's understanding of the essence of existence but a particular cultural tradition influence on him.

The term "exist" is characterized by values i.e. "make the transition". For example, Emmanuel Levinas understands the act of existence as something "intransitive, regardless" *(Puntel, 2012, p. 27)* and life with meaning junction, direction acts exist.

However, the term "mode of being", "mode of existence", "existential" require some specificity because it includes emotional and volitional and spatio-temporal characteristics. Emotional characteristics include hope, fear, conscience, memory, joy, sadness, love, anger, pain. Moreover, spatio-temporal characteristics consist of space, time, and eternity.

This indicates that the existentialists in various forms sought harmony meaning "existence" as a process and a holistic being.

Hence, Karl Jaspers, who was under the influence of Soren Kierkegaard, distinguishes three concepts such as the world, existence and transcendence. Furthermore, Karl Jaspers notes that "the world is a science, this world is all scientific and universally areas, which were introduced by a man, and it has spiritual-scientific nature *(Martin Heidegger and Karl Jaspers, 2003)*. A real man opens only in existence. Existence is in its freedom and it is generally not determined. Existence is not "is" not "there" and is something that can be and should be. Existence may not be established by a common laws or regulations. It is a historically unique being. Because it can never be comprehend with the basic concepts" *(Martin Heidegger and Karl Jaspers, 2003, p. 48)*. This existential nature of human being is revealed especially in the so-called "boundary situations".

"Boundary situation" pulls people from the captivity of everyday life and helps to find their true existence. Examples of such situations - comprehension of the realities of person's life takes place in the struggle and suffering i.e. a person should take charge or face the absolute necessity die. Only in such situations, people understand their true nature. Existence is realized only through communication.

Existence and the human mind, according to Karl Jaspers, are inseparably linked. Existence is explained with the mind because the mind finds meaning only through existence. If existence is separated from the mind, danger will turn into something that loses everything vital, historical and personal.

However, Camus says that there is no predetermined meaning in life. Man is fundamentally absurd i.e. it is illusions which have no objective support. Moreover, man is unable to establish a new order of values. A man's revolt against the absurd can only be the time to turn chaos into something sustainable. Therefore, the value is nothing for existential mind and remains the central core of the works of existentialists.

Freedom is a fundamental existence of man, because it makes it possible for others to exist as fear, loneliness, fate, despair, choice and responsibility, nausea, absurd, death and birth, etc. Moreover, freedom in any dimension is an existence, because it is carried out through transcendence. That is, it has the ability to overcome its own limits and move from one dimension of the human being to another.

Thus, the degree of development of this phenomenon can be characterized according to the degree of generality. For example, freedom as a philosophical category is a comparison of the recognition of the conditioned necessity of human actions with the recognition of the freedom of their implementation raises the philosophical question of the contradiction between necessity and freedom. Furthermore, social freedom - the world of freedom is a social sphere, which is the opposite of the natural world *(Stokes, 2015)*. Moreover, human freedom is freedom inherent in human nature, it is manifested in the actions, choice is only a registrar, which triggers the most powerful motive of human will (does freedom of desire exist, is there a choice?). Considering that the peculiarity of freedom as a multidimensional, complex social phenomenon determines the possibility and necessity of different approaches in its comprehension, it is proposed to consider freedom not only as a complex social phenomenon, but at the same time as a phenomenon of the human perception of the world *(Jörg Ruhloff, 2004)*.

It is also important to consider the concept of "death" in the philosophy of existentialism. We propose to refer to Heidegger's existential-ontological definition of existence. Heidegger defines it through the set of analyzed signs of death as the end of the presence i.e. it is most intrinsic, irrelevant, reliable, and as such likelihood appropriate of presence *(Bazaluk &*

Nezhyva, 2016). Furthermore, the main intuition of Husserl's philosophy is, on the one hand, to give absolute existence to a concrete conscious life, and on the other hand, to turn the concept of the life of conscience *(Rosado Haddock, 2000).* This life, which exists absolutely, cannot be consciousness in the sense that is idealistically understood by Berkeley i.e. a self-contained world, which essentially is the existence of the same kind as the thing. Conscious life should be described as life in the presence of a transcendent being. Then it becomes clear that talking about the absolute existence of consciousness, to argue that the outside world is constituted only by consciousness, means not to fall into Berkeley, but to go to the original phenomenon of existence, which can only make possible the existence of the subject and object of traditional philosophy. Both terms are only abstractions of this particular phenomenon, in which is expressed by Husserl's concept of consciousness *(Gubin, 2000, p. 752).*

According to Kierkegaard, death is a psychological illness and the deadly sin of despair. He forms key elements of the existential structure as fear, fear, and absurdity *(Stokes, 2015).* According to Jaspers and Heidegger, death is a path to the true realization of existence i.e. it is only in life, which is aimed at death *(Martin Heidegger and Karl Jaspers, 2003).* According to Sartre, death determines the absolute equivalence of all human possibilities, because it is directed at nothing. It is this idea which sets the socio-psychological settings of mentality and the peculiarities of perceiving the world by one or another nation *(Massey Heath, 2015).*

Thus, existentialism is humanism, because it reminds a person that there is no other legislator except for she/he, in law she/he will decide her/his fate. The philosophy of existentialism shows that the person can realize himself not by immersion in himself/herself, but in search of a purpose outside, which can be liberation or other concrete self-realization.

Find yourself is the search for ego integrity and its place in the world. As a result of this search is the loss of phenomena of human life as love, truth, goodness, beauty, freedom. Love is replaced by feelings of love; truth is replaced by pluralism; ontological freedom – freedom of political, social and legal. These cultural and historical trends necessarily give rise to a reaction, the adequacy of which has to be judged only by the next generations of researchers of the philosophy of culture *(Jackson, 2012).*

Consequently, the main provisions of existentialism are a postulate of the existence precedes essence (nature). Existentialists seek to understand the true causes of the tragic disorder of human life in the literary works. There are the following features of existentialism:
• the categories of absurdity of life, fear, despair, loneliness, suffering, death are put forward in the first place;
• the person should counteract the society, state, environment, because they impose their will, morality, interests and ideals on the person;
• the concept of alienation and absurdity are interconnected and interdependent in the literary works of existentialist;
• existentialists consider the higher value of life in the freedom of the individual;
• human existence is interpreted as a drama of freedom.

Anyone of the above philosophers reveals "existences" as a phenomenon of individual human being. However, these existences as "freedom", "fear", "death", which is an important factor of human being, not only at the level of individual existence, but also at the level of existence of social groups. Moreover, it acquires relevance in the "boundary" social situation (i.e. instability, social conflict and so on) *(Massey Heath, 2015).*

There is an idea in the philosophical discourse that it is necessary to distinguish existences as characteristics of individual human life, human existences, and extreme existences as factors of influence on human being at the level of a social group under extreme conditions. In this case, it is recommended to use the term «extreme existence of human life» *(Jackson, 2012).*

However, the reference to "extreme existence" only "fear" and "enthusiasm" is not sufficient, because not only are states of the human psyche is a "foothold" in the actions and behavior of human communities. The boundary situations should be interpreted as extraordinary events, moments of human life not only in the existence of a person, but also the existence of a social group in exceptional circumstances. In fact, it is the presence of random situational events in relation to such cases. That is why they cannot fully control. Because of this, it appears as a kind of "border" between casual and extreme, typical and ordinary, familiar and entirely new reality in human existence. When a person meets with it, he/she will become as a specific person or representative of a particular community to a state of "unbalanced" being.

4. Originality

Crisis society needs urgent overcoming of destructive phenomena in it, creation of space for personal self-realization, return to the real process of life of those ideals which have been developed throughout the history of mankind and capable to exert a comprehensive influence on the spiritual and intellectual climate of the present. Unfortunately, the current situation is characterized by the lack of a clear answer to this question. The existence of numerous methodological schemes for the study of man creates the need to integrate the theories of different sciences into a single conceptually designed general scientific picture of the world, the search for common methodological foundations of human understanding. In this connection, the problems of determining the essential nature of man, the meaning of his/her being, position and significance in the whole system of the Universe are again becoming especially relevant.

5. Conclusions

We have come to the conclusion that the emergence of the information society has substantially drawn the boundaries between the spiritual, existential, inner world of man and the external forces of self-destruction created by man in the twenty-first century. In addition, it is found that existence is an important factor which determines the life of the person, his/her attitude to life and death, to his position in the world. This factor has a total impact on the internal state, person's relation to reality, his/her behavior and self-esteem. Moreover, the basic existence is freedom. Furthermore, thanks to it, other such entities such as horror, loneliness, fate, despair, choice and responsibility, nausea, absurdity, death and birth become possible.

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WOODWORKING INDUSTRIES IN KHARKIV REGION DURING THE NEP YEARS: A HISTORICAL ASPECT

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Summary

The article examines the development of woodworking industries in Kharkiv region, the situation of artisans, their income and everyday life. The impact of the new economic policy on production volumes is determined. Cooperage, carpentry, carpentry, and art products were studied. The transformation and development of handicrafts is identified and studied. The tax system that influenced woodworking handicraft production is considered. We made our own expedition to the workshop of a famous master who used the experience of his ancestors in the manufacture of products. The technology of production of wooden products characteristic of Kharkiv region is studied, and the industry concentration is determined. The connection of cooperage with other branches of agriculture is indicated. The authors studied the work of carpenters and described traditional housing of the hata-sena type and the gradual transformation in the Ukrainian village into a hata-sena-hata dwelling. We paid attention to the manufacture of tools (pitchforks, rakes), household items (troughs, mortars, ladles, buckets, etc.). The life of a rural family was directly connected with woodworking crafts, wood products were in demand, so the masters of this business increased significantly during the NEP period. The authors described the range of chiseled products, consisting of bowls, glasses, salt shakers, rolling pins. Birch, maple, hornbeam, and ash were used to make crafts. In the Slobozhansky Museum of local lore, at the exhibition "hall of ethnography", the authors studied wooden products and production technology of the period of the new economic policy in Kharkiv region.

Keywords: peasants, coopers, carpenters, raw materials, rural artisans, peasant family.

1. Introduction

A hundred years have passed since the beginning of a new economic policy. During this time, many changes have taken place in the countryside. Turning to the history of NEP, the authors focus on the history of rural crafts, study sources, historiography and highlight less studied pages. Ukrainian farmers with their hard work earned the glory of the European

breadbasket. Our ancestors piously respected and passed down their traditions, culture, and crafts from generation to generation. Critical rethinking of the place and role of woodworking industries in the life of farmers of the NEP period is a significant task of the authors. Despite the fact that some aspects of the problem are reflected in Russian historiography (*Kalinichenko, 1991; Olianych, 2012; Nizova ,2006*), the issue requires a thorough study of the chosen region.

The study of the history of woodworking industries in Kharkiv region is becoming relevant, since at the present stage there is a rethinking of cultural heritage and the past. Our people have always treated embroidery and art products as a shrine. They were passed down from generation to generation, from generation to generation, and kept as relics. This is the wealth of our nation, so preserving and exploring this priceless source is the main task of our time. So, the relevance of the research has scientific and applied significance.

Modern historical science has a number of important principles and methods of cognition. The authors used methodological approaches: system-structural, regional. While working on sources and literature, we used classical methods: deduction, induction, and analysis.

The purpose of the article is to analyze the development of woodworking industries in Kharkiv region, their significance for the peasant family; changes that occurred during the new economic policy.

The chronological boundaries of the article are the beginning of the 1920s – 1930s, that is, from the beginning of a new economic policy to the time of its liquidation.

The source base of the article consists of statistical data, population censuses, archival documents, and periodicals.

2. Transformation of woodworking crafts

The main task of the new economic policy was to restore the national economy and further transition to new economic relations. Farmers were engaged in crafts and crafts, especially during the so-called off – season-autumn and winter. Peasant crafts and crafts formed a professional, if they were the main, or additional branch of activity *(Olianych, 2012)*.

The Soviet government tried to subdue the private owner by any means necessary. Thus, according to the decree of the Council of people's commissars (SNK) of July 27, 1918, part of the handicraft industry was nationalized. In the early 1920s, there were also changes that significantly affected the artisanal peasants. Let us recall the decree "on industrial cooperation" of November 12, 1921, according to which peasants had the right to form cooperative societies and artels for joint production. This decree also provided for the provision of necessary materials and funds to cooperatives *(Nizova, 2001)*. Consequently, the Soviet government has now encouraged and supported artisanal production. Archival data confirm that as of January 1, 1922, the number of rural artisans in Ukraine was 263,681 (*Tsentralnyi derzhavnyi arkhiv*). Regarding tax policy, in 1925 the laws "on tax benefits for rural artisans and artisans" were adopted. Masters freely engaged in the craft, without hiding their activities, feed their family and save money. Woodworking industry occupied a significant place in agriculture. It was based on carpentry and cooperage production. They made wooden equipment, dishes, furniture, chests, shelves. In total, there were 13,075 Coopers, including 11,172 singles who made various products from wood. Carpenters were engaged in the construction of wooden wheels, and there were more than 9 thousand such craftsmen, that is, one for every sixth village in Ukraine *(Nefedov, 1927)*. In Kharkiv region, during the new economic policy, sectoral concentration was gradually formed. Woodworking accounted for 12.4% if we single out the areas where

the woodworking industry developed the most, we should note V.-Burlutsky and Oktyabrsky districts in the Kharkiv region *(Visnyk promkredyt kooperatsii, 1927)*. The authors concluded that specialization was influenced by raw materials, i.e. the need for forest materials. Although woodworking was also respected among other districts of Kharkiv region.

3. Cooperage

This type of woodworking industry is primarily associated with the manufacture of barrels, tubs, barrels, buckets,Bodens. This craft was used for their own needs and to order. For the manufacture of products, coopers used a material that was carefully selected. We took into account the length, height of the future product, and wood of various breeds. For example, oak for wine vessels, Linden was used to make dishes in which milk, butter, and Honey were stored; coniferous branches were taken on hoops. Masters of this craft were respected among the peasants, since the products were used in everyday life. Cooper set up a workshop at home and worked independently, sometimes using the help of his family. Almost every village had such a master, he performed work on the order of the consumer. Cooperage was especially in demand near Sugar Factories in the Kharkiv region, where barrels for sugar production were bought en masse (*State Archives of Kharkiv Region, Found 203*).

To understand the value of wooden products, you need to follow the technology of cooperage. Based on the sources, the wood first had to be dried and prepared for use. This period took from six months to a year. The next stage of work is to use an axe to prick riveting arcs. Cooper had such qualities as experience, talent, and skill. Some masters used metal hoops in their work. When the master folded all the rivets, he moved on to tightening with hoops, and then inserting the bottom. The master checked his work with water. The quality was evaluated by consumers. Such heavy cooper's bread. A folk proverb characterizes the hard and respectable life of peasant coopers: "the sincere work is calloused", "craft is not a yoke, the shoulder will not pull", "the work of the master magnifies".

4. Creativity of the master

Of great importance among the woodworking industry is the figure of the master. The woodworking craft has been formed for many centuries. Under the influence of the new economic policy, changes took place in the lives of artisanal peasants. They worked for their own consumption and for the consumer. When receiving orders, the craftsmen formed small groups and completed the order. Everyone had their own tools. In the course of the study, the authors reviewed archival materials, statistics, periodicals, memoirs and came to the conclusion that this craft was often passed down from generation to generation. During their own expeditions, the authors studied the mentality, character, and skills of the masters of Kharkiv region. Among the surveyed craftsmen, the authors are bondar, carpenter Ivan Petrovich Olyanich, who was born in 1914 in the village of Kalinovka, Konstantinovgrad uyezd in Kharkiv region. Because Ivan Petrovich is our own grandfather, we had the opportunity to visit the workshop, follow the manufacturing technology, understand the character of the master and see his working palms. Unfortunately, Ivan Petrovich died in 2000, but the authors recorded testimonies, memories of the pedigree and learned the everyday life of a woodworking master. Ivan Petrovich learned this craft from his father, who worked as a cooper and carpenter

during our study period. The master considered oak wood to be the best material. He carefully followed the manufacturing technology and carefully stored his tools, the machine. He worked on the order of fellow villagers in the village of Sharovka, Bogodukhov district, and for the needs of his family. In his home workshop, Ivan Petrovich made tubs, barrels, chests, and troughs. The technology was preserved by his father, Pyotr Ivanovich, who was engaged in cooperage during the new economic policy. It is important to preserve traditions, culture, and language, so that the younger generation knows their roots, loves Ukraine, and protects our language. So, the example of a master should be considered a lone artisan who tried to replenish the budget of his family with his work. The life of the peasants was not easy, it is good when the family was headed by a real master, tried to earn a penny and even morally support his wife and children. Research on the peasant family, crafts, social behavior, and everyday life has become relevant for Ukrainian researchers *(Marochko, 2010)*.

5. Carpentry

Small specialization is explained by the development of a variety of products. Carpenters built wooden houses, custom structures they assembled, had their own tools and demonstrated a high level of skill. Traditions, symbols, and customs have been preserved for centuries and embodied in the living space.

Traditional housing of the hut-canopy type gradually turned into a dwelling, which consisted of two parts: hut-canopy-hut *(Zakharchenko, Morozov, 2017)*. The main building materials for walls in the Ukrainian village were: wood, clay, adobe (unburned bricks made of clay and straw) *(Lukashevych, 2004)*. So, carpenters in the years of the new economic policy generally built according to the technologies of their parents.

Carpentry was also common in the Kharkiv region and was in demand. The main goal is to provide the population with wood products for household consumption. This is primarily the manufacture of tools (rakes, pitchforks), household items (mortars, troughs, measures, ladles, buckets). This fishery is most widely developed in Kupyansk, Izyum and Sumy districts *(Lapchenko, 2015)*. It should be added that there was a constant need for such crafts, so the connection with agriculture was constantly maintained. Working on such products required time, skill, and raw materials. Special raw materials were used for each product. For example, maple, pear, and birch wood was used for manufacturing. The manufacturing technology began with cutting the log into parts corresponding to the length of the product. With the

**Pic. 1. Handmade joinery
from Slobozhansky Museum**

help of a knife, a cutter, workpieces were processed. In many villages in the Kharkiv region, they turned to craftsmen, but some were made independently.

It should be mentioned that carpenters in villages were often engaged in artistic wood processing. Carvings were used to decorate homes, shutters, porches, and the like. Sources confirm that the Left-Bank Ukraine was characterized by the use of light wood colors. They used primarily oak, maple, and linden wood. The life of a peasant family was filled with constant work. The family helped the master to do the work and make a profit. The difference between a carpenter and a carpenter is related to the processing of wood. A carpenter is characterized by rougher work with wood. The carpenter works on wood, but uses more complex technologies, his work is accurate and has artistic functions. Of course, both works have their own specifics.

Carpentry products were in demand, so the number of masters of this business increased significantly during the study period. Carpenters in the village made various crafts, sometimes items of transport. In 1921, the First All-Ukrainian Art and Industrial Exhibition was held in Kharkiv (*State Archives of Kharkiv Region, Found 92*), in which woodworking masters actively took part. Craftsmen had the opportunity to demonstrate their products and view other products.

With the advent of electricity in the villages, craftsmen began to use a lathe. The range of chiseled products consisted of bowls, glasses, salt shakers, rolling pins, etc. The Masters used wood for the manufacture, which was turned. Probably used birch, maple, hornbeam, ash. In the Slobozhansky Museum of local lore at the exhibition "hall of ethnography" there are wooden products of the studied period (*Slobozhansky Museum;* see pic. 1).

6. Taxes

The peasant family in the years of the new economic policy, first of all, had to take care of material goods. In the Kharkiv region, crafts were part of the household work of the peasantry. The peasants had the right to freely sell the surplus of the farm. The NEP policy provided for the free development of the peasant economy, private trade, and the restoration of the domestic market after the turbulent events. Craftsmen made their products to order, sometimes selling them at rural fairs. Thanks to favorable economic conditions, the peasants expanded production. The peasant reacted to various forms of selling products that were profitable for him, which gave money immediately *(Olianych, 2012: 233)*. The study of private crafts would be incomplete without considering the Soviet tax system.

The formation of the Soviet system of taxation of the rural population took place in the conditions of NEP, but did not always correspond to its basic principles. The food tax, which is considered the business card of NEP, only formally had the signs of a tax, and functionally it almost did not differ from the food tax. The share of the single agricultural tax in Ukraine was 6-7% of the conditional net income of the peasant economy. The total tax (direct and indirect penalties) amounted to 37% of the income of the peasant household, and this is very significant, so each type of tax complicated the economic state of the farm. In 1928-1929. the state returned to the principle of surplus development to the principle of surplus development using punitive and repressive methods of collecting in-kind and monetary duties of peasants, which turned out to be incompatible with free enterprise *(Olianych, 2012: 129)*. Consequently, the tax system influenced the development of Agriculture and the standard of living of peasants in Ukraine during the new economic policy.

7. Trading

NEP revived the life of peasants and the function of money. One of NEP's contemporaries, Z. Mindlin, argued that the essence of NEP was that the market became an organizational form between the public and private sectors, and the products that were subject to exchange became a commodity *(Mindlin, 1925)*. The main source of income of the peasant family was its own agricultural production, and non – agricultural earnings were additional.

There was a market trade, a fair trade, where masters had the opportunity not only to earn a penny, but also to communicate with competitors, exchange experience. It should be noted that the good reputation of the master, their decency, friendly attitude to consumers, product quality have always been the key to the success of the master.

As the researchers note, the first years of NEP (1921-1923) were the most favorable period in the development of private trade *(Volosnyk, 2014)*.

To understand the purchasing power of money in the period under study, we will give prices for some food products. So, the prices of state trade were as follows: one kilogram of rye bread – 15 kopecks, wheat-25 kopecks., macaroni – 2 rubles. 50 kopecks, granulated sugar-90 kopecks., a liter of milk – 90 kopecks, cottage cheese – 2 rubles *(Kalinichenko, Olianych, Puhach, 1999)*.

So, when determining the price of wooden products, raw materials, work, and the purchasing power of money were taken into account. Among the Masters of the woodworking industry, it was the Coopers who received the highest earnings *(Statystyka Ukrainy, 1931)*. The products were in demand, simple and necessary. The demand increased especially when vegetables were harvested for the winter, barrels, tubs and other products were actively bought. Thus, in the Kharkiv region there was a brisk trade in woodworking products.

8. Conclusions

Woodworking industries occupied a significant place among others in agriculture during the period of the new economic policy. Farmers were engaged in fishing during the off-season. The production of household items for their own needs also belonged to artisanal and industrial entrepreneurship. The woodworking industry included carpentry, Cooperage production, as well as the production of dishes, furniture, chests, spoons, etc.made of wood. Artisanal and industrial entrepreneurship of the peasants had original forms of development. Such crafts were carried out by peasants who supplemented the budget and provided themselves with what was necessary for their own consumption. There were also professional artisans and artisans who were constantly engaged in this type of activity. The new economic policy contributed to the revival and development of woodworking production. The authors hope that the research topic is relevant and some aspects of it require new research.

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FORMATION MODEL OF PERSIAN SPEAKING COMPETENCE IN INTERPRETERS' DIALOGUES IN THE SPHERE OF SAFEGUARDING OF STATE SECURITY

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Summary

The article defines the purpose creation of a linguistic didactic model, which consists in outlining the logical sequence of educational actions of the teacher and cadets, which correspond to the developed system of exercises. Six content modules for performing preparatory exercises are outlined, independent preparation for dialogic speech using the Case study method, actual practice in dialogic speech using the role-play method; each cycle is dedicated to teaching one type of dialogue – questioning, agreement, discussion, which forms Persian speaking competence and dialogical speech of future interpreters in the field of ensuring state security. The goals of training and the professional sphere of communication of such specialists are determined, where the following functional types of dialogues are mainly used: dialogue-questioning, dialogue-arrangement, dialogue-discussion. The content of modules is described: International partnership and state policy of Ukraine in the sphere of safeguarding of state security, Ensuring the protection of human rights and freedoms, interests of society and the state, Intelligence and information protection, Combating terrorism, Protection of national statehood and national interests, Pre-trial investigations. The work of the cadets is planned, divided into classroom and independent work. Two variants of the training model are proposed, which differ in the preliminary cooperation of cadets in preparation for dialogic speech.

Key words: Persian language learning method, Persian competence in dialogic speech, intepreter in the sphere of safeguarding of state security, Persian language, Case study method, content module.

1. Introduction

The implementation of the method of formation of Persian language competence in dialogic speech among future interpreters in the sphere of safeguarding of state security involves the creation of a model of the organization of the educational process. Following I. P. Zadorozhna, we consider the linguodidactic model as an artificially created object of a sign-symbolic form, which reflects in a simpler form the structure, properties of a certain pedagogical process, interconnections and relations between its elements *(Zadorozhna, 2012: 67)*. The purpose is to outline the organizational model of the process of formation of Persian language competence in dialogic speech among future interpreters in the sphere of safeguarding of state security.

The purpose of creating a linguistic didactic model is to outline the logical sequence of educational actions of the teacher and cadets that correspond to the developed system of exercises *(Osadcha, 2018: 160)*. We develop a language-didactic model based on the principles

of cyclicality (each of the 6 developed content modules is a cycle of typical work methods and the sequence of their implementation – performing preparatory exercises, independent preparation for dialogic speech using the Case study method, actual practice in dialogic speech using the role-play method; each cycle is dedicated to learning one type of dialogue – questioning, agreement, discussion); systematicity (implementation of a system of exercises in a certain sequence aimed at forming a number of knowledge and skills is expected); stages (gradual formation of knowledge and skills that are integrated into the ability of dialogic speech) *(Krapchatova, 2014: p. 106; Ignatenko, 2017: 128)*. The component composition of the linguistic didactic model consists of the following components: learning goals and expected result, object of learning; subjects of study; academic discipline within which the author's methodology is implemented; content of education; teaching methods, forms of teaching organization, teaching tools; forms of control *(Druzhchenko, 2018; Boyko, 2020; Sem"yan, 2019; Romanov, 2019)*. So, let's focus on the components of the author's methodology model.

2. Purpose and training

Purpose and training : enrichment of the vocabulary of cadets with specialized vocabulary, formation of grammatical knowledge and skills, formation of extralingual knowledge in the sphere of state security, formation of a system of referents of the specified sphere and means of their verbalization, formation of dialogic speech skills, dialogic speech strategies, knowledge and skills of non-verbal behaviour in business communication with Iranians; formation of translation skills of dialogical speech.

Expected result: the cadet possesses extralingual knowledge of the professional sphere, as well as means of verbalizing the referents of the specified sphere; possesses the skills and strategies of dialogic speech at the B2 level, adequately possesses non-verbal behaviour in the field of business communication with Iranians; can translate dialogic speech, reproducing its content, style, strategies.

Learning objects: extralingual knowledge in the sphere of ensuring state security, which make up the subject of dialogic speech, dialogue-interrogation, dialogue-agreement, dialogue-discussion, business conversation, business telephone conversation, business discussion, non-verbal means of communication and non-verbal behaviour in the field of official Iranian communication.

Study subjects: cadets of the 3rd year of the "Philology" specialty, of the "Translation in the sphere of safeguarding of state security " educational program.

Educational discipline, within which the author's method is implemented: "Practical course of the first foreign language (Persian)".

Content of training: knowledge of concepts, realities, processes in the sphere of ensuring state security and the main directions of cooperation in the sphere of safeguarding of state security of Ukraine and the Islamic Republic of Iran; linguistic, sociocultural knowledge, and their reflection in linguistic means, elements of non-verbal behaviour characteristic of Iranians and the ability to observe them; the ability to speak dialogically (according to the types of dialogues and genres of business conversation, telephone conversation, discussion); strategies and tactics of dialogical speech, language means of their implementation.

Teaching methods: exercises, case studies, role play.

Forms of training organization: practical classes, independent work of cadets.

Teaching aids: texts for reading, audio -video phonograms.

Forms of control: mutual control, control by the teacher of cadet dialogues.

The ratio of classroom and independent work: 60% classroom (6 hours in each module – for dialogic speech), 40% independent (4 hours in each module for dialogic speech).

Number of content modules: 6.

The number of credits is 12 (360 hours). The teaching of dialogic speech is integrated with the teaching of grammar, listening, reading, writing, and monologue speech, and therefore makes up 1/6 of the time allocated for studying the discipline. Therefore, the share of dialogic speech within the developed modules is 60 academic hours: 36 classroom hours, 24 hours of independent work.

3. Filling content modules:
6th semester

Content module 1. International partnership and state policy of Ukraine in the sphere of safeguarding of state security. The legislative base of Ukraine and Iran in the sphere of safeguarding of state security. International cooperation between Ukraine and the Islamic Republic of Iran. Contractual legal framework between Ukraine and the Islamic Republic of Iran. Main areas of cooperation. State bodies and local self-government bodies that perform functions to ensure national security (Ukraine and the Islamic Republic of Iran), functions and powers of state bodies (Ukraine and the Islamic Republic of Iran).

Content module 2. On ensuring the protection of human rights and freedoms, the interests of society and the state. Prevention of crime, maintenance of public safety and law and order, provision of services of state security agencies (in Ukraine and the Islamic Republic of Iran). Fight against corruption. System of protection of the population and territories from emergency situations and their prevention, liquidation of emergency situations, rescue work, fire extinguishing, fire and man-made safety, activities of emergency and rescue services, as well as hydrometeorological activities.

Content module 3. Intelligence and information protection. The foreign intelligence service of Ukraine / Iran, its functions, powers, legal framework. Countering counterintelligence activities in Ukraine / Islamic Republic of Iran. Normative documents regulating information protection in Ukraine / Iran. Technical regulation of information protection. Activities of law enforcement agencies in the field of information protection. State secret and its protection. Cyber security.

Content module 4. Combating terrorism. The regulatory and legal framework that regulates anti-terrorist activities. The system of anti-terrorist activities in Ukraine, Iran, and in the world. Types of terrorism, international terrorism, terrorism in Ukraine and Iran, measures against terrorism, measures to prevent terrorist acts.

7th semester

Content module 5. Protection of national statehood and national interests. The system of security at the state border of Ukraine / Islamic Republic of Iran, the constitutional system, defence and scientific and technical potential, infrastructure facilities, economic security, protection of sovereign rights in the economic zone of both countries. Prevention of illegal migration, citizenship, registration of natural persons, in particular refugees and other legally defined categories of migrants.

Content module 6. Pre-trial investigations. Investigative units of the security services of Ukraine and Iran, their activities and powers. Forms of pre-trial investigations. But the order of their implementation.

Planning the work of cadets (Table 1).

Table 1

4. Planning the work of cadets

6th semester		
Content module 1. **International partnership and state policy of Ukraine in the sphere of safeguarding of state security**		
Number of hours	**The form of teaching**	**Types of tasks**
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical and grammatical exercises, listening and analysis of non-verbal means of communication; modelling strategies, reading thematic texts. *Purpose: formation of lexical and grammatical knowledge and skills, knowledge of non-verbal behaviour, ability to construct speech strategies; development of listening and reading skills*.*
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies, reading thematic texts. *Purpose: improvement of lexical and grammatical knowledge and skills, knowledge of non-verbal behaviour, ability to construct speech strategies, development of listening and reading skills*.*
1	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; **cooperation of cadets in preparation for dialogic speech.** *Purpose: acquisition of extralingual knowledge in the field of ensuring state security, vocabulary enrichment*.*
2	auditorium	- **dialogue-interrogation** (genre – conversation): ***Instruction:*** *ASK your colleague from Iran what the main areas of activity of the Ministry of Information and National Security are, what functions this body performs; apply the strategy of asking for information, the strategy of providing information, and the strategy of not providing information. Purpose: formation of skills and strategies of dialogic speech (specified type of dialog and genre of dialogic speech), translation of dialogic speech, skills of adequate non-verbal behaviour*.*
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; **cooperation of cadets in preparation for dialogic speech.**

Table 1 (continuance)

2	auditorium	- **dialogue-arrangement** (genre – telephone conversation): ***Instruction***: *Simulate a telephone conversation in which you AGREE with your counterpart from the Ministry of Information and National Security of Iran on the terms of the implementation of the Memorandum of Cooperation in the field of combating illicit trafficking in narcotics, psychotropic substances and precursors. Your goal is to establish relations with the Iranian side in order to clearly fulfil the terms of the contract; apply the strategy of establishing and maintaining relations and the strategy of conflict avoidance ;*
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
2	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; **cooperation of cadets in preparation for dialogic speech.**
2	auditorium	- **dialogue-discussion** (genre – discussion): ***Instruction:*** *DISCUSS with colleagues from the State Security Agency of the Islamic Republic of Iran the issue of cooperation in the field of aviation security (on the basis of the Agreement on Air Transport between the Government of Ukraine and the Government of the Islamic Republic of Iran). Your goal is to discuss and agree on joint actions with the Iranian side, as well as to convince one of the parties of the need to take certain actions; argue for the need for certain actions, guided by a number of powers of state bodies, appeal to the interlocutor's values, influence his emotions, emphasize unfulfilled promises.*
Content module 2. **To ensure the protection of human rights and freedoms, the interests of society and the state**		
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies, reading thematic texts.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies, reading thematic texts.
1	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; **without cooperation of cadets in preparation for dialogic speech.**
2	auditorium	- **dialogue-interrogation** (genre – conversation): ***Instruction:*** *ASK your colleague from Iran what measures are taken by the Ministry of Information and National Security to support public safety and law and order, ask what measures are being taken, and also tell him about similar measures in Ukraine; apply the strategy of asking for information, the strategy of providing information, and the strategy of not providing information;*
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies, reading thematic texts.

Table 1 (continuance)

1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies, reading thematic texts.
1	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; **without cooperation of cadets in preparation for dialogic speech.**
2	auditorium	- **dialogue-arrangement** (genre – telephone conversation): ***Instruction :*** *Simulate a telephone conversation during which you ARRANGE with your colleague from the Ministry of Information and National Security of Iran on the provision of state security services to citizens of Ukraine who have arrived in Iran, to citizens of Iran who have arrived in Ukraine; Your goal is to establish relations with the Iranian side in order to clearly fulfil the conditions of national security for foreign citizens; use promise tactics, emphasize the interests of both parties, avoid conflict and find a compromise;*
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
2	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; **without cooperation of cadets in preparation for dialogic speech.**
2	auditorium	- **dialogue-discussion** (genre – discussion): ***Instruction:*** *DISCUSS with colleagues from the state security agency of the Islamic Republic of Iran the issue of cooperation in the direction of corruption prevention. Your goal is to convince one of the parties of the need to inform the other party about the facts of possible corruption and to develop joint actions to prosecute for corruption; give appropriate arguments to convince the party, appeal to the interlocutor's values, influence his emotions, emphasize unfulfilled promises.*
	Content module 3. Intelligence and information protection.	
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; **cooperation of cadets in preparation for dialogic speech.**
2	auditorium	- **dialogue-interrogation** (genre – conversation): ***Instruction:*** *ASK your colleague from Iran what information protection measures are taken by the Ministry of Information and National Security, ask what measures are being taken; apply the strategy of asking for information, the strategy of providing information, and the strategy of not providing information;*

Table 1 (continuance)

2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; **cooperation of cadets in preparation for dialogic speech.**
2	auditorium	- **dialogue-arrangement** (genre – telephone conversation): **_Instruction:_** *Simulate a telephone conversation in which you AGREE with your counterpart in Iran's Ministry of Information and National Security on joint activities in the field of foreign intelligence. Your goal is to establish relations with the Iranian side in order to clearly fulfil the conditions of national security for foreign citizens; apply the strategy of establishing and maintaining relations and the strategy of conflict avoidance;*
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
2	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; **cooperation of cadets in preparation for dialogic speech.**
2	auditorium	- **dialogue-discussion** (genre – discussion): **_Instruction:_** *DISCUSS with colleagues from the state security agency of the Islamic Republic of Iran the issue of developing provisions in the field of information exchange between the parties. Your goal is to convince the parties to provide information / refuse to provide information; give appropriate arguments to convince the party, appeal to the interlocutor's values, influence his emotions, emphasize unfulfilled promises.*
Content module 4. Combating terrorism.		
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; **without cooperation of cadets in preparation for dialogic speech.**
2	auditorium	- **dialogue-interrogation** (genre – conversation): **_Instruction:_** *ASK your Iranian colleague what counterterrorism measures the Ministry of Information and National Security is taking, what measures are being taken; apply the strategy of asking for information, the strategy of providing information, and the strategy of not providing information;*

Table 1 (continuance)

2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; **without cooperation of cadets in preparation for dialogic speech.**
2	auditorium	- **dialogue-arrangement** (genre – telephone conversation): ***Instruction:*** *Simulate a telephone conversation in which you AGREE with your counterpart in Iran's Ministry of Information and National Security to work together to intercept a terrorist suspect. Your goal is to establish relations with the Iranian side in order to clearly fulfil the conditions of national security for foreign citizens; use promise tactics, emphasize the interests of both parties, avoid conflict and find a compromise;*
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
2	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; **without cooperation of cadets in preparation for dialogic speech.**
2	auditorium	- **dialogue-discussion** (genre – discussion): ***Instructions:*** *DISCUSS with colleagues from the state security agency of the Islamic Republic of Iran the issue of releasing a person suspected of belonging to a terrorist group. Your goal is to convince the party to release the detainee; use an argument strategy and a discredit strategy.*
7th semester		
Content module 5. Protection of national statehood and national interests		
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; **cooperation of cadets in preparation for dialogic speech.**
2	auditorium	- **dialogue-interrogation** (genre – conversation): ***Instruction:*** *ASK your colleague from Iran what infrastructure protection measures are in place in their country; apply the strategy of asking for information, the strategy of providing information, and the strategy of not providing information;*

Table 1 (continuance)

2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; **cooperation of cadets in preparation for dialogic speech.**
2	auditorium	- **dialogue-arrangement** (genre – telephone conversation): ***Instruction:*** *Simulate a telephone conversation in which you AGREE with your colleague from the Ministry of Information and National Security of Iran on joint actions to combat illegal migration of citizens. Your goal is to establish relations with the Iranian side for joint control of illegal migration; use promise tactics, focus on the interests of both parties, avoid conflict and find a compromise;*
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
2	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; **cooperation of cadets in preparation for dialogic speech.**
2	auditorium	- **dialogue-discussion** (genre – discussion): ***Instruction:*** *DISCUSS with colleagues from the state security agency of the Islamic Republic of Iran the issue of legalizing the right of residence of a person accused of illegal stay within the country. Your goal is to convince the party to grant the person the right to stay in the country; use an argument strategy and a discredit strategy.*
	Content module 6. Protection of national statehood and national interests .	
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; **without cooperation of cadets in preparation for dialogic speech.**
2	auditorium	- **dialogue-interrogation** (genre – conversation): ***Instruction:*** *ASK your colleague from Iran what powers the investigative security services of Ukraine / Iran have; apply the strategy of asking for information, the strategy of providing information, and the strategy of not providing information;*
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.

Table 1 (continuance)

1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; **without cooperation of cadets in preparation for dialogic speech.**
2	auditorium	- **dialogue-arrangement** (genre – telephone conversation): ***Instruction:*** *Simulate a telephone conversation in which you AGREE with your Iranian colleague on a joint investigation into the Boeing 737 crash; use promise tactics, emphasize the interests of both parties, avoid conflict and find a compromise;*
2	auditorium	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
1	individual work	Preparatory exercises and tasks for dialogic speech: lexical exercises, listening and analysis of non-verbal means of communication; modelling strategies.
2	individual work	Preparation for dialogue (Case study): study of actual materials, tasks in reading; **without cooperation of cadets in preparation for dialogic speech.**
2	auditorium	- **dialogue-discussion** (genre – discussion): *Instruction: DISCUSS with your colleagues from Iran the legality of actions regarding the detained person (citizen whose country you represent). Your goal is to convince the party to recognize the legality / illegality of actions; use an argument strategy and a discredit strategy.*

* Learning objectives are the same for each cycle (the cycle is a dialogue type with all exercises and tasks).

5. Conclusions

Therefore, the developed model of the methodology for the formation of Persian language competence in dialogic speech among future interpreters in the sphere of safeguarding of state security covers 6 content modules, each of which has 3 cycles: each cycle contains exercises and tasks for teaching different types of dialogues – dialogue-interrogation, dialogue-agreements, dialogue-discussion. The time reserve for mastering the specified modules is 12 credits, the share of dialogic speech is 1/6 of the time allocated for studying the discipline. Two variants of the training model are proposed, which differ in the preliminary cooperation of cadets in preparation for dialogic speech.

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FRENCH CATHOLIC LITERARY REVIVAL:
HISTORICAL AND CULTURAL BACKGROUND

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Summary

The article focuses on the background of French Catholic literary revival of the first half of the XXth century. Among the fundamentals of the analysed phenomenon are distinguished three major ones: historical background, theological preconditions and the influence of purely literary predecessors of the XIXth century. The first one is presented through the research of French peculiarities of republican secularisation, its educational reforms and the social-cultural impact of the Dreyfus affair. The ecclesiastical context is described through the challenge of theological modernism and popes' encyclicals as an attempt to deal with them. Specific French Catholic identity's division between Gallicanism and Ultramontanism with its influence on the cultural context is also mentioned. Finally, the return of Christian spirituality and the birth of specific apophatic poetics are observed from symbolism of romanticists Chateaubriand and Lamartine through Baudelaire's aesthetic of sin to decadent poetization of embodied evil and divided human soul of d'Aurervilly and Huysmans. Special emphasis is made on the tradition of political engagement of Catholic writers from J. de Maistre through Ch. Maurras to L. Bloy. Hence, Catholic literary revival is regarded as complex cultural, historical, theological and literary French phenomenon.

Keywords: French literature, modernism, French Catholic renaissance, catholic novel, engaged intellectual, Christianity.

1. Introduction

Contemporary historical literary studies in broad Western tradition are marked with the return of religious topics that have been marginalized for almost half a century because of predomination of postmodern critical traditions, where the heritage of XXth century engaged Christian writers is analysed as mono-narrative, even highly ideological, thus out of date. Nevertheless, such phenomena of late XX-early XXI centuries as the resurrection of the author (*Compagnon; Vanhoozer*, *1998)* and the onto-theological turn in French philosophy, in particular phenomenology, *(Marion; 1977, Lévinas, 1984)*, within the general emphasis on ethical-political thinking *(Derrida 1991; 1992))* generated a new wave of critical interest in Christian literary writing. French humanities returned to the problems of such phenomenon as Catholic literary revival in the context of XXth century's interwar French culture as well as its definition, chronological terms, poetical peculiarities and representative circles. For instance, H. Serry in the historical research *«Naissance de l'intellectuel catholique» (Serry, 2004)* studies the birth and the development of engaged catholic intellectual in the context of post Dreyfus' secularisation processes of French Republic and particularly focuses on the main journalistic centres that could be regarded as the source of the whole movement of «Renouveau catholique» (Catholic revival). However being a historian, he predominantly deals with historical and partially

religious causes while neglecting the pure literary ones. On the other hand, R. Griffiths in his *«Révolution à rebours. Le renouveau catholique dans la littérature française (1870–1914)»* (Griffiths, 2020) diachronically focuses on the preconditions, stylistic peculiarities and presumptive chronological terms of French catholic literary revival, paying less attention to vast cultural and religious background as well as to problematic field of the distinction between the literary predecessors of the movement and its representatives of XXth century. Ultimately, the comparative analysis of *B. Sudlow «Catholic Literature and Secularisation in France and England, 1880–1914» (Sudlow, 2011)* tries to build the bond between two similar yet poetically and causally distinct literary answers to the historical trend of secularisation in the late XIX – early XXth centuries, still shutting the research in the methodological boundaries of sociology. Our article, being based on the cultural-historical diachronical method as well as P. Ricouer's hermeneutics, is to fill the gaps in the analysis of vast movement of French catholic literary revival. More precisely, our tasks are to distinguish the most fundamental historical, religious and purely literal premises that caused the revival of explicitly showed Christian literary and cultural activity in the context of the phenomenon of engaged intellectuals.

2. Historical background: from secularisation to the Dreyfus affair

Among the most representative socio-political processes that during XIXth – early XXth centuries influenced the birth and the development of the Catholic literary identity, two major must be mentioned: the republican secularisation and the Dreyfus affair. During XIXth century (precisely 1789-1914) France is going through a large number of political regimes that finishes with the establishment of the Third Republic in 1871. The Republic, based on the Enlightenment's philosophy and the prevailing trends of positivism and scientism, with the urban bourgeoisie's support declared a vector for democratization, secularisation and the strengthening of liberal values. As a result, the country has been divided into two hostile ideological camps. One fought for the republican idea of political left while the conservative right wing (mostly Catholic) idented themselves with the support of monarchical system.

Since 1870-1880s, the Republic has announced a course for secularisation, which object was complete separation of state from church while prime mover – the range of educational reforms. Contemporary sociologist Jose Casanova describes the French model of secularism as such: *«Another direction of secularisation took the form of laïcité, that is, the emancipation of all secular spheres from clerical-ecclesiastical control. In this respect, secularisation is marked by antagonism between the laity and the clergy. In contrast to the Protestant direction, here the separation of religious and secular is strictly preserved, but this boundary is moved to the margins in order to enclose, privatize and marginalize everything religious there, separating it from any presence in the secular public sphere. The paradigm of this direction is France's relationship with Latin Catholicism» (Casanova, 2017: 127-128)*. One of the first steps of educational secularisation was Jules Ferry's law of 1881–1882, which made primary education in all French schools compulsory, free and, the most significant, secular. In 1886, the R. Goblet's law, according to which the right to teach in public schools was granted only to secular persons, was adopted. In 1902, secondary education was reformed (réforme du bac). The number of humanitarian subjects that made up the core of pre-revolutionary education reduced while the number of hours devoted to living languages as well as natural sciences increased. This kind of division in conformity with republican educators must have coincided with the needs of the XXth century's secular state. Universities' reforms also took place, although less radically. At the

theological faculties, the chairs were occupied by clergymen themselves. This was the core of conservative Catholics, predominantly monarchists. Therefore, in 1886, in Ecole pratique de haute études the Section of Religious Sciences was established. This academic structure was tend to spread a secular view into religious phenomena, based on the doctrines of Renan and Tain *(Pelletier, 2013)*. Another manifestation of the Republic's rebuilt was social policy in 1870-1880s, aimed to renew the state's functionaries based on the principles of meritocracy. Consequently, the access to state management was granted not only to wider circles of French bourgeoisie, but also to Protestant and Jewish elites. The division of identities became clearer year by year. Their printed organs as well. The apogee of 30 years of republican secular policy became 1905, when the law of separation of church and state came into force. This very law caused a sharp controversy in French society and finally divided the country into «two Frances».

Another event that contributed not only to the crystallization of Catholic identity in its opposition to the secular one, but to its social-political manifestation was the Dreyfus affair (1894–1906). The trial and related public debate on the possible espionage of French Army's Jewish officer for the benefit of the German Empire. «Two Frances» publically demonstrated their sides. Monarchist Catholics of the right wing, who devastatingly criticized the Republic and its ideological foundations, mainly chose an anti-Dreyfussarian position, while secular Democrat Republicans as well as the liberal Catholics stood on Dreyfussarian positions. There were few exceptions. Thus, Ch. Péguy – one of the French Catholic literary revival's fundamental writers –publically supported Dreyfus' innocence. Both camps resorted to long and heated discussions on the pages of French newspapers and private magazines. January 13, 1898 on newspaper «L'Aurore», E. Zola comes to the forefront with his article «J'accuse» («I accuse») addressed to the Republic's President. He accuses the state of anti-Semitism, while the military court of insufficient evidence, hence conscious bias. Two thousand copies were sold out in a few hours, the article provoked further debates. The known historian of French literature A. Tribaudet notices: *«for the first time, a piece of paper sold on the street became a call to religious war» (Tribaudet, 1936: 386)*. On February 5, 1898, the official Jesuit paper «La civltà cattolica» issued an anti-Dreyfussarian indictment of Jews and Protestants, accusing them of collaboration with Germany, while the Jewish journal «Univers israélite» described the whole Dreyfus affair as a consequence of the church's attack on Reason. As a result, the groups of revisionists and anti-revisionists were formed.

After E. Zola's court verdict on February 24, 1898, begins the period of so-called leagues. «La Ligue des Droits de l'Homme» (League of Human Rights) stands on the Dreyfusarian position. Ch. Péguy is on their side. On the contrary, the anti-Dreyfussarian intellectuals in December 1898 established «La Ligue de la Patrie Française» (League of the motherland France). Such significant names for upcoming French catholic literary revival as P. Bourget, M. Barres, Ch. Maurras are its supporters. On June 20, 1898 the nationalist conservative movement «Action française» (French Action) and the magazine with the same name is organized. Ch. Maurras quickly becomes one of its major ideologues. G. Bernanos – crucial Catholic literary revival's author of the XXth century will be one of its writers. The intellectuals of both Leagues provided implacable struggle against their opponents on the pages of their own journals: the Republic against the Monarchy, left-liberal republicanism against right-wing conservative traditionalism, atheism against Catholicism, secularism against the union of state and church, the prominence of Jewish politicians and intellectuals against anti-Semitism, pacifism against militarism *(Pelletier, 1995)*. No previous French generation had the opportunity to publicly identify and discuss the cornerstone ideological contradictions of the era on such a scale. That is how, according to its researcher H. Serry, the phenomenon of «engaged intellectual» was

born. Since then the French writer had no moral right to ignore social-political, philosophical and ideological challenges of the times. That is why almost all the representatives of French Catholic literary revival – from Ch. Péguy to F. Mauriac and G. Bernanos – were also political essayists *(Julliard, 1995)*.

3. Theological preconditions: popes' encyclicals and ecclesiastic modernism

For the conservative Catholic circles, the whole XIXth century manifested itself with the variety of theological disputes, which at the end of the century crystallized into a single challenge of ecclesiastical modernism. In French ecclesiastical context, it was primarily a struggle between two movements: Gallicanism (the question of national church, dependent on Rome purely in theological matters) and Ultramontanism (the complete French church's subjugation to the papal throne). The clerical representatives of the first movement after the French Revolution tried not only to build as autonomous church as possible, but also leaned towards liberal values of social progress. In contrast to them, the second branch rooted in the ideas of monarchy and loyalty to Rome, hence received a name of «Eglise intransigeante» (irreconcilable church) *(Pelletier, 2019)*. In addition, during the century, the discourses of historicism, positivism, scientism, secularism, Renan's and Tain's religious theories raise the question whether the church is outdated in part of its teachings and if it could be changed. Part of intellectuals, fascinated by philosophical or political discourses of that time eventually come to atheism. The majority of writers who at the end of the XIXth-the beginning of XXth centuries converted to Catholicism lost their faith either because of dominant philosophical system (French Enlightenment, Kantianism, later the philosophy of Schopenhauer, Nietzsche and Marx), or their secularized parents turned away from the church (Mauriac, Barres, Huysmans) *(Gugelot, 2002)*. The generation of French Catholic literary revival is predominantly the converted generation, who newly discovered the biblical faith for themselves.

Therefore, in 1864, Pope Pius IX issued the encyclical «Syllabus», in which he condemned the popular discourses of that time: pantheism, naturalism, positivism, scientism, socialism, communism, laicism, fideism, rationalism, arguing why each of them could not be combined with Catholicism *(Tribault, 1972)*. In order to newly affirm traditional Catholic non-contradiction of faith and reason (fides et ratio) in 1874, in the encyclical «Aeterni patris», Pope Leo XIII declared the philosophy of Thomas Aquinas to be the most completed philosophical reflection of Catholic dogmatic faith. Such significant figure for French Catholic literary revival as J. Maritain actualized this scholastic system in his own philosophical neothomistic thought *(Maritain, 1920)*. Then in 1891, in the encyclical «Rerum Novarum», Pope Leo XIII deals with the issue of socialism and communism proclaiming the social doctrine of the church. In 1892, in the encyclical «Inter Sollicitudines», addressed primarily to the French episcopate, the Pope called all Catholics for «rallying» to the Republic. In fact, possible reconciliation with the Republic raise a question of tolerance of republican, thus secular, values hence provoked a wave of misunderstanding among conservatives *(Pelletier, 2003)*. Subsequently, French Catholic elites once again divided into two leagues: those, who supported ecclesiastic «Ralliement» (Rallying), and those, who were strictly against.

Finally, during the pontificate of Pius X, all the above-mentioned challenges led to global modernist ecclesiastic crisis. Modernism in the Catholic theological context must be understood as an attempt to renew the very principals of church, which means the possible change in traditional dogmatic and moral foundations in the accordance with modern progressive ideas

(Dictionnaire de la théologie catholique, 1908). The discussed questions were not external, consequently variable, but rather the status of the creed itself (depositum fidei). Doctrinal modernism had its roots in Kantian subjectivism, where God cannot be known by any efforts of human mind, therefore dogmas that claim to be an objective reflection of his revelation are nothing but subjective creations of dubious value. In France, ecclesiastic modernism was primarily embodied in biblical modernism of A. Loisy, who in his book «L'Evangile et l'Eglise» («The Gospel and the Church») questioned dogmatic judgments on the divinity of Christ, the heaven, the mystical nature of church and its sacramental *(Ibid, 1908: 2024)*. After all, in 1907 in the papal decree «Lamentabilii sane exitu» officially condemned Loisy's 65 modernist or relativistic thesis and in the following encyclical «Pascendi» called modernism the synthesis of all heresies *(Pelletier, 2013)*, while demanding of the entire Catholic clergy to declare an anti-modernist oath. Thus, the modernist crisis (1885-1914) in French Catholic Church manifested fundamental religious division that already existed on political level and contributed to the appearance of theological discussing among engaged intellectuals on the public level, which in accordance with a huge wave of converted writers newly enlightened Christian problematics.

4. Literary predecessors: from romanticism to decadence

A number of French literature's histories manifest the existence of literary movements that could be considered the literary predecessors of Catholic literary revival of the first half of the XXth century *(Milner, 1985; Delon et al, 2007)*. Thus, a list of the XIXth century's authors influenced directly Catholic novel's generation. Firstly, Jansenist Port-Royal's theological fideism is worth mentioning and particularly B. Pascal's philosophical system, which became the crucial principle of Catholic revival's poetics, especially those of Mauriac and Bernanos. In 1802, F.-R. de Chateaubriand's «Génie du christianisme» («The Genius of Christianity») *(De Chateaubriand, 2018)* was published. It became the first book in French XIXth century's fiction, which was openly estheticizing Christianity while asserting its artistic and moral superiority over all other religions. «Les Martyres» («Martyrs, or the Triumph of the Christian Faith») appeared in 1809 *(De Chateaubriand, 1936)*. One of the first French romanticists, Chateaubriand, uses Christian lexicon and symbolism to elaborate poetical style that, in author's opinion, should testify the unique light of true beauty, which for him is God. French Catholic revival's ideological inspirator – Ch. Maurras wrote, that before Chateaubriand, the word was nothing but abstraction *(Norra, 2001)*. Subsequently, Chateaubriand begins a long line of writers, engaged in political writing. Line that goes directly to Barres, Claudel, Mauriac, Bernanos. Moreover, the theorist of traditionalism and activist of French Restoration L. de Bonald with his political pamphlets affects P. Bourget and Ch. Maurras' writing, whereas reactional, highly metaphorical, even stylistically uncompromising Joseph de Mestre's journalistic writing impacts on the foundation of L.Veuillot's Catholic professional journalism around the periodical «L'Univers» («The Universe») as well as L. Bloy's political emotional pamphlets.

Another romanticist, A. de Lamartine, in his poetry calls the Lord de profundis of the inner self, while using highly symbolic religious language, where the echo of «The Genius of Christianity» is clearly felt. The poet's reflexions are concentrated around human soul, which, on his view, was created by sacrifice. Hence, the very sacrifice of our soul to save the others makes possible adding the individual sacrifice to the Christ's sacrificial gift on behalf of all humanity. Poet elaborates the conception of gradual ascension to God. Apart from broad Christian symbolism, the messianic discourse is clearly audible *(Tarasiuk, 2014)*. Moreover,

after 1848 the poet resorts to distinctly reactionary political writing, opposing to republican educational project. A. de Vigny, Lamartine's contemporary, often uses biblical images in his poetry («Moses», «Flood»), however his Catholic feeling is radically different. That is the universe, where God is silent *(De Vigny, 1946)*, world sorrow is tragically felt and abandonment by God only sharpens human religious senses («Destinés») («Destined»).

According to A. Tribaudet, an integral part of Ch. Baudelaire's poetics is its inner Christianity, which, in sharp contrast with the romanticist Christian pathos and lyricism, affirms the Christian view of human nature affected by original sin. The original name of Baudelaire's «Fleurs du mal» («Flowers of Evil») was «Limb» *(Baudelaire, 1942)*. Depicting the world where evil reigns, where sinful human nature constantly generates and aestheticizes the monstrosity, Baudelaire criticizes the Enlightenment myth about originally innocent, naturally good human. In contrast to Rousseau and the Romanticists, Baudelaire portrays human nature negatively, noticing, that it is not capable of producing anything but crime while affirming that all modern heresies came from one huge heresy of modernity: the rejection of the idea of original sin. *(Tribaudet, 1936)*

Decadent poetics correlates with the Christian worldview similar to Baudelaire. Thus, B. d'Aurervilly (converted to Catholicism in 1846) and J.-K. Huysmans (converted in 1891) elaborate the aesthetic of embodied evil, using directly the image of Satan and demons in their novels «Les Diaboliques» («The She-Devils») and «Là-bas» («Down there»). These authors do not explain the evil neither by social deformation (realism), nor by physiological and psychological determinism (naturalism), needless to say, they are far from the enlightened theory of the original human decency. Depicting and poeticizing the evil, the depth of human fall with both body and soul, they are deeply rooted in the Christian belief in conception of sin. In 1866, in the introduction to his novel «Une vieille maîtresse» («The Old Mistress») d'Aurervilly creates the theory of Catholic novel, arguing that while the Christian worldview strictly divides the Evil and the Good, offers clear identity, it nevertheless gives no limits to the freedom of Catholic author's imagination *(d'Aurervilly, 1851)*. Catholic writer must not judge his own characters and their poetical universe, but to depict the eternal human division between God and Satan in all its truth and tragedy. Having read the most decadent novel of the era, «À rebours» («Against Nature») by Huysmans, d'Aurervilly predicted that the author would have to choose between *«the barrel of the gun and the foot of the cross» (Tribaudet, 1936)*. In after conversion cycle of novels – «En route» *(«On the road», 1895)*, «La Cathédrale» *(«The Cathedral», 1898)* and «L'Oblat» *(«The Oblat», 1903)* – Huysmans from the Christian perspective, mostly using the apophatic language of Catholic Rhineland Mystics, presents the images of saints and sinners, explores the intermedial connections between literature and Christian art, music and architecture and elaborates the problems of internal spiritual struggle *(Huysmans, 2019)*.

In 1851, in the text «Prophètes du passé» («Prophets of the Past»), d'Aurervilly named the predecessors (de Maistre, Bonald, Chateaubriand, Lamennais) and the successors (l'Isle-Adam, Bloy) of his writing method. Consequently, his literary canon is partly approaching our research of Christian discourse in French literature after 1789 *(D'Aurervilly, 2011)*. However, his emphasis on L. Bloy alone could not be sufficient as we analysed above. Similar poetics and Catholic worldview coordinates actualized much broader Christian discourse. Fascinated by passions M. Barres, ideological novelist P. Bourget, the mystical and visionary Ch. Péguy, polemical L. Daudet, finally the flourishing of the Catholic novel and political writing in the first half of XXth century, which is associated with the names of F. Mauriac, P. Claudel, G. Bernanos and J. Green. This younger generation, having absorbed the elements of French

XIXth century literary interpretation of Christianity and having answered to major secular challenges of that time, nevertheless created a qualitatively new poetics, which we call today French Catholic literary revival.

5. Conclusions

Taking all the above-mentioned peculiarities into consideration, it becomes clear that the movement of French Catholic literary revival of the first half of the XXth century did not appeared on no foundation. It was a cultural answer to the range of challenges, which came into view during the previous century. We have divided these confronts into three categories in accordance with the nature of these phenomena: historical, theological and purely literary. Among historical premises two fundamental were distinguished. The birth of the Third French Republic within its vector on fast secularisation in all social, predominantly educational, domains and as a result the division of French cultural elites into two hostile camps, each elaborating its own doctrines and forming its own printed organs. Then, the Dreyfus affair – the social-political precedent that formed a new cultural phenomenon of French «engaged intellectual», no matter what side defended. Active political response on the periodicals' pages will be one of the characteristics of all Catholic revival's writers. Yet the ecclesiastic preconditions were of no less significance. The whole XIXth century was the period of multiple Popes' encyclicals that were to react on the philosophical and social currents of that time: from scientism and Kantianism to socialism and communism. The identity of French Catholic writes were much complicated by the permanent movement between Gallicanism and Ultramontanism and the deep modernistic theological crises at the end of the century. Nevertheless, exactly this instability gave the writers the opportunity to elaborate Christian spiritual topics much more freely. The romanticists Chateaubriand and Lamartine initiated the use of biblical allusions and symbols, Baudelaire introduced the problematic of evil and human attraction to it, the decadents Huysmans and d'Aurervilly returned to the theme of original sin and elaborated the whole apothatic Catholic poetics. Without these literary predecessors French Catholic literary revival could not appear. However, the broader background is still to be analysed. For instance, the phenomenon and the reasons of Catholic literary conversions, the role of printed organs as well as cultural circles, the poetical peculiarities and the specific of political engaged writing of both predecessors and representatives of French Catholic literary revival must be studied in our following researches.

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READING SKILLS FORMATION: CRITICAL ANALYSIS OF THE IELTS MATERIALS

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Summary

In this article, we focus on the description and analysis of the IELTS material used for preparation and testing reading receptive communication skills. Two IELTS test formats, General Training and Academic are studied. This research studies educational materials and evaluates them by the scheme described above by means of comparative analysis.

The findings are presented in two parts, in descriptive and quantitative forms. The descriptive part presents the topics of the texts, forms of narration, and sentence structures. The morphological word structures and vocabulary of the texts and exercises and/or test tasks are compared.

Since the key words in the questions to the texts of the reading section are paraphrased, the authors analyzed these questions and texts using the approach that comprises the personal elements if it is challenging or not.

The quantitative part includes the number of questions that refer to vocabulary and grammar, namely, to morphological and syntactic characteristics of speech in each section of the Reading Module. The usage of specific British, American, Canadian, Australian, New Zealand expressions and facts in the texts as evidence of differences in their cultures is described. The result of the analysis is classified and analyzed according to quantitative and qualitative characteristics.

Keywords: sociolinguistics, World Englishes, European English, Lingua Franca, English variants.

1. Introduction

This article is devoted to the studying of the World Englishes Paradigm and methods of teaching the English Language (EL). The polycentricism of EL in the late XX – early XXI century caused the appearance of a new field in sociolinguistics such as the World Englishes Paradigm which foundations were laid by the Indian-American sociolinguist Braj Kachru' theory. He suggested dividing English variants into three circles on the basis of territories. The first circle is Inner Circle that includes countries where English is a native language; the second circle is Outer Circle that includes post-colonial countries, where English is the second language and the third, Expanding Circle, belongs to the countries where the English language is studied as a foreign language *(Kachru B. B., 1985:12-14)*.

Due to the long-term rapprochement of Ukraine with the European Union where English is used as a language of communication, European English (EE) became in Ukraine a second language. As a result, the importance of this research is caused by the widespread EE in Ukraine. This studying is actual because the problems of the regional EE variant and the Ukrainian variant coexistence are not covered in holistic and systematic ways in the works of Ukrainian and foreign authors that are known. The scientific novelty of the studying is in the fact that the current preparation materials for the Reading modules of the International English Language Testing System (IELTS) have not been analyzed and systematized by researchers based on the notion of regional diversification of EL.

The aim of this analysis is to confirm the significance of national diversification of the language competence in English as a second language in accord with the tendencies of its functioning in the European linguistic continuum using the critical analysis of practice materials for IELTS takers. In order to achieve this goal it is essential to solve the following tasks:

1) To specify variantological and functional-pragmatic features of the methodological approaches in the IELTS test.

2) To analyze factual materials of the General Training Reading and the Academic Reading Module of the IELTS test.

The methods of the research are a comparative-typological method (the literature about research problems of the Global English and the regional European English variant is analyzed to define and systematize the concepts; the structures of EL variants are studied and compared with each other in order to identify their specificity), and a benchmarking analysis (the content of preparation materials is analyzed in a qualitative and quantitative way to identify statistical patterns in the usage of lexical and grammatical structures and the change of their complexity from the beginning of the preparation material to the end).

2. Determination of the methodological approaches

Since English has become a contact language in the European Union countries, therefore, it is viewed as the regional European English variant. Studies of the assessment of using English in European countries demonstrate that the majority of Northern European countries' population uses EL as a Lingua Franca unlike the people from Eastern and Southern European countries.

Since geographically Ukraine is part of Europe where English is used as a Lingua Franca, the international relationships between the European Union and Ukraine are spreading rapidly. The evidence of this is the promotion of the English language in Ukraine in all social spheres. English is the most popular foreign language among learners from Ukraine. Considering a language as a dynamic process and English as a global contact language, its impact on Ukrainian is obvious. In its turn, the Ukrainian language affects English.

The basis of the IELTS test was set in two versions (Academic and General Training) and four modules (Listening, Reading, Writing, and Speaking) for each part of the test. The Listening and Speaking IELTS tests were the same for General Training and Academic modules, Reading and Writing tests were different for both modules. A test team created the Academic Reading and Academic Writing in three versions of these modules (science and technology, life science, and social science) in order to make an assessment as objective as possible for those candidates who intend to study abroad (Manhattan Review).

The content of IELTS has not been significantly changed since its formation. In 1995 specific writing and reading modules were assimilated into a single module for each. There were structural and administrative changes as well. Students were allowed to take the speaking

portion on a different day. Later, in 2001, the speaking part of the test included examiner scripts and a smaller number of tasks which were assessed by more certain criteria. In 2005, the fourth area of assessment was added –the writing section (manhattanreview.com).

According to the information posted on the official IELTS website, over 3 million candidates took IELTS tests last year. More than 1,200 test centres are located in over 140 countries providing IELTS examination services (takeielts.britishcouncil.org).

Over the last years the tests have been offered to take up to four times a month. IELTS is recognized and accepted by over 10,000 organizations worldwide, including universities, employers, professional bodies, immigration authorities and other government agencies (ielts. org).

The IELTS test is applicable for those candidates who intend to emigrate to English-speaking countries, e.g., the UK, Canada, Australia or New Zealand. All candidates who aim to study or work abroad can take the IELTS test as evidence of English language proficiency. An emigration to Canada, Australia or New Zealand is for well-to-do people wishing to invest in the economy of those countries. Old Believer, Pentecostals emigrated to the United States because of their religious convictions and Jews who have a close family relationship. A small amount of Ukrainians emigrate to English-speaking countries comparatively to the average people.

According to the information on the official website, there are both IELTS Academic and General Training. The Academic module is accepted by institutions, universities or various international organizations for undergraduate or postgraduate degrees, and for professional registration. General Training is suitable for those wishing to work outside their native country at positions without the necessity to demonstrate professional skills, to emigrate or to study at below degree level. This type of test focuses on necessary survival strategies in broad social and workplaces (ielts.org).

The certificate that proves the English level is required at many workplaces and universities in Ukraine as well, that is why this test remains popular among Ukrainians.

3. The General Reading Training Module

Firstly, in order to justify the need for diversification, the structure of the module will be presented. The General Training module consists of three reading excerpts. Each of the two first sections includes two texts, average in size, and the third part includes one longer text. The total number of questions to this Reading Module is forty, which corresponds to the number of questions at a real test. The preparation materials end with an answer list.

In this section the author is going to analyse the study material of the "Road to IELTS" General Training Reading Practice Test1 by the British Council.

The texts are presented in a range of topics e.g., instruction for school evacuation, business education, working conditions and calisthenics history.

Education, business and history are discussed using different types of sentences e.g.: Simple sentences: "Teachers will take the class rolls." (Abdullah M.: 2), "Take the fear out of talking to large gatherings of people." (Abdullah M.: 4).

Compound sentences: "A fair dismissal is legally and contractually strong and it means all the necessary procedures have been correctly followed." (Abdullah M.,:8), "This expression has travelled through centuries and continents, and the source of this envy and admiration is the calisthenics method." (Abdullah M.,: 10).

Complex sentences: "It is vital that the employer pays attention to the physical setting such as workplace design, the office environment, and placement of monitors as well as the

organization of the work and individual work habits." (Abdullah M.,: 7), "These body builders also relied on free weights and machines, which allowed them to target and bloat the size of individual muscles rather than develop a naturally proportioned body." (Abdullah M.,:11).

There are following parts of speech which are used in this texts e.g., the category of number of the Noun e.g., "rings", "bags", "obligations" (Abdullah M.,:2,4), the category of Comparison of the Adjectives and/or Adverbs e.g., "unsatisfactory", "accommodated", "proportioned", "most physically" [Abdullah M, p. 7, 11], different types of Pronouns e.g., Relative: "who" (Abdullah M.,:11), Demonstrative: "this" (Abdullah M.,:8), "that" (Abdullah M.,:10), Reciprocal: "another" [Abdullah M, p. 8], Reflexive: "itself" (Abdullah M.,:10).

The verbal category of Tense (Present, Past, Future) e.g., "informed" (Abdullah M.,:10), the verbal category of Voice (Active, Passive) e.g., "has improved" (Abdullah M.,:8), "is called", "is made", "was comprised" (Abdullah M.,:8,10), The verbal category of Perfect e.g., "has improved", "have been shifting" (Abdullah M.,: 8, 11), the verbal category of Aspect (The Common Aspect and The Continuous Aspect) e.g., "Bodybuilding approaches", "were building" (Abdullah M.,:10, 11), Non-finite verb form (the Participle, the Gerund, the Infinitive) e.g., "to appear", "to have taken", "hearing", "have been followed" (Abdullah M.,:8).

The texts of this module consist of morphological word structures (Simple, Derived and Compound stems) e.g.: "think", "historical", "public-speaking", "widely-regarded" (Abdullah M.,:4,10).

These texts are presented in everyday vocabulary. There are some specific terms that correspond to the topics. E.g., "employer obligations" (Abdullah M.,:4), "visual display unit" (Abdullah M.,:7), "a formal appeal hearing", "an improvement note", "a breach of contract", "a written warning" (Abdullah M.,:8), "athleticism" (Abdullah M.,:10), "bodybuilding", "sophisticated calisthenics", "anabolic steroids", "synthetic hormones" (Abdullah M.,:11). A word may be used in a full or short, e.g., "quadrangle – quad" (Abdullah M.,:4).

On the average there are 6-7 questions to each text but 12 questions are given to the fifth text in comparison with the first four texts. The questions to this module can be classified by their types. There are three types of questions presented in this practice test. A candidate should complete sentences or the summary choosing no more than two or three words depending on the task. The total number of questions of such a type is 15 and they are to be put in the reading sections 1, 2 and 3. Next, the True/False/Not Given type refers to the six questions of section one. The third type is a variety of matching tasks with headings or statements. There are 19 questions of this task type and they are asked in sections 2 and 3.

On comparing the tasks to these texts, we can observe the increase of number of questions to the last text.

First, the sentences have to be completed in the first eight questions of section 1. It is possible to select no more than three words. These questions reflect the information given in the text. That is why there is no challenge in understanding the content; however, there are questions where information is paraphrased e.g. a phrase "vacate the premises" in the text corresponds to "leave the building" in the third question (Abdullah M.,:2-3). Most of the tasks are easy to understand, though the fifth question combines two items from the text that may cause some kind of confusion.

This first text of section 1 includes 15 items that are preceded by a paragraph. The total number of simple sentences is 15, that is the highest number. By contrast, there are only two compound and six complex sentences. Since this is an instruction, the first paragraph consists of the information targeted at everybody on the school campus.

Second, there are six statements (questions 9-14) referring to the second text and expressed by the simple sentences and a candidate should write True/False/Not given depending on the information that is given in the text. To a certain extent, question thirteen is challenging because it says: "a specific website" but the expression in the text is: "web technologies". Candidates may think that "web technologies" is the same as "a specific website"; however, the answer is False.

Since the expression "web technologies" is a specific term people who are not familiar with the computer field may be puzzled by that statement and select an incorrect answer (Abdullah M.,:4-5). This second text of section 1 is presented in five short informational paragraphs about different business courses. The paragraphs are not connected to each other by linking words or phrases. There are three simple and two complex sentences unlike the compound sentence that is only one in this text.

Third, seven questions (questions 15-21) follow the third text. They are presented in the form of simple sentences. The text is divided into seven paragraphs A-G and a candidate should select the correct heading for each section from the given list of headings. However, there are ten headings on the list, which is more than the number of sections in the text. The complex sentences are in the majority unlike the simple and compound sentences that are in equal numbers.

Fourth, the questions to this excerpt are divided into two types (questions 22-23 and 24-28). A candidate should complete two complex sentences and select no more than three words from the text for the answer. The second question type of these questions is the description of the ways of the dismissal, composed by compound and complex sentences. A candidate should match the correct description that is an equivalent to A-E (Abdullah M.,:8-9).

The questions to this text are challenged by non-finite forms of verbs. The text consists of two subsections with three paragraphs in each including one big paragraph. This reading passage consists mostly of simple and complex sentences.

Fifth, the questions to the third reading excerpt consist of two task types (questions 29-35, 36-40). The text has eight paragraphs and each of them is marked by letters A-H. In the first part of the question types, a candidate should determine which of the paragraphs contains the information that is given in the statements. There is stable growth of the question length from 29 to 35 numbers. An answer to question 31 is not easy to find in the text. Candidates may only guess that the correct answer is having the keyword in the question (Abdullah M.,:13).

The second type of questions in this section is completing the summary. No more than two words from the text should be selected. There are some words in the questions different from the words used in the text e.g. the word "poor" from the question corresponds to "weak" from the text; "progress" – "graduate"; "those recovering" – "people recuperating", "an attractive-looking body" – "physical beauty" respectively. Understanding of the word "recuperating" might be challenging as not used frequently though it can be grasped from the context. (Abdullah M.,:10-14).

The text consists of one short, four average and three long paragraphs. The types of sentences in this text are presented in simple (10), compound (4) and complex (26) sentences. Thus, this reading excerpt is obviously challenging.

The texts in the first section consist of a greater number of simple sentences than compound and complex. By contrast, the texts in the second and third reading sections mostly consist of complex sentences, compared to simple and compound sentences.

This preparation material from the Reading module was composed mostly on the basis of the British English variant because the three out of five texts of this preparation material

are British. Apart from that, there are two texts that are written in American English. This is demonstrated through the following examples: "ext.99"(Abdullah M.,:2) – 999 is the official emergency number for the United Kingdom, "Ms Randall" (Abdullah M.,:2) – an English surname occasionally Scottish.

"Community Education" prices of courses are in '$' which is American; "GST" – means sales tax which is used in the USA (Abdullah M.,:4), "VDU (visual display unit)" is a British term (Abdullah M.,:7), "dismissed from work" (Abdullah M.,:8) is a British term because the US expression of this meaning is "fired". There are some names of famous Americans in this text, e.g., "Angelo Siciliano – Charles Atlas", "Arnold Schwarzenegger and Sergio Oliva" (Abdullah M.,:11).

As one can see, a challenge presents from the first reading section to the last one. That is marked in the morpho-syntectic structures and lexical meanings used in all five reading excerpts. It may be seen in a lot of non-finite forms and modal verbs which are included in the second section.

The reading excerpts in the second section do not have many compound words; however, these texts contain more derived Adjectives and Adverbs. The last text contains many specific sports terms and advanced vocabulary.

4. The Academic Reading "Practice Tests with Key"

This preparation material of the Academic Reading Module contains six tests with three excerpts in each test.

The topics reflect such types of non-fiction thematic sphere as Music, Children's Literature, History and Archaeology, Social Issues, Science, Cultural Life, Language, Medicine, Nature, Art, Humanity, Psychology, IT and computer science, Business, Sports, Family and Relationships.

There are different types of sentences in the texts of this module e.g., Simple sentence: "This will be hotly debated at the British Association for the Advancement of Science" *(Harrison M. et al., 2006: 100)*. Compound sentences: "There is an awful lot of bad science going on in alternative medicine and the general public has a hard time to distinguish between scientific myth and fact." *(Harrison M. et al., 2006: 101)*, "They worked in collaboration and each offered the other editorial help" *(Harrison M. et al., 2006: 116)*.

Complex sentences: "Less than a quarter thought that therapies such as aromatherapy, homoeopathy and spiritual healing should get any funding" *(Harrison M. et al., 2006: 101)*, "Let me know what you think of it and be honest because any other kind of opinion would be of no value to me." *(Harrison M. et al., 2006: 116)*.

There are various parts of speech used in these texts e.g., the category of number of the Noun e.g., "clouds", "stages", "names", "children" *(Harrison M. et al., 2006: 105-106)*, the category of Comparison of the Adjectives and/or Adverbs e.g., "earlier", "more scientifically minded", "better", "most", the simplest" *(Harrison M. et al., 2006: 105-106)*, different types of Pronouns e.g., Interrogative: "which, what, whose, why, how" *(Harrison M. et al., 2006: 105-106)*, Demonstrative: "that, this" *(Harrison M. et al., 2006: 105-106)*, Reflexive: "itself", "herself" *(Harrison M. et al., 2006:33, 105)*.

The verbal category of Tense (Present, Past, Future) e.g., "Howard devised", "Howard then went on" *(Harrison M. et al., 2006: 106)*, the verbal category of Voice (Active, Passive) e.g., "had been speaking", "clouds continually unite", "clouds were formed", "had been reached",

"their forms, though shapeless and unresolved, had at last, it seemed, been securely grasped" *(Harrison M. et al., 2006: 105-106)*. The verbal category of Perfect e.g., "has caused", "have studied" *(Harrison M. et al., 2006: 121,124)*, the verbal category of Aspect (The Common Aspect and The Continuous Aspect) e.g., "feel", "are doing". Non-finite verb form (the Participle, the Gerund, the Infinitive) e.g., "to insist", "had this been the case" *(Harrison M. et al., 2006: 105-106)*.

There are different morphological word structures in theses texts (Simple, Derived and Compound stems) e.g.: "provide", "seriously", "intermediate", "lifespan", "thumbprint", nimbostratus" *(Harrison M. et al., 2006: 105,120)*.

Abbreviations: "6.5 Cº" *(Harrison M. et al., 2006: 105)*, some more examples: "NBC (National Broadcasting Company)" *(Harrison M. et al., 2006: 25)*, "Nasa's, BBC" *(Harrison M. et al., 2006: 72)*, "American Psychological Association (APA), APA conference" *(Harrison M. et al., 2006: 124)*, "R&D stands for Research and Development, PhD, Intel (short for Integrated Electronics)" *(Harrison M. et al., 2006: 144)*, "UK" *(Harrison M. et al., 2006: 157)*, "BOOT (Building, Own, Operate, and Transfer)" *(Harrison M. et al., 2006: 162)*.

The lexical means of these texts correspond to the topics. Taking as an example the text on "Classification of clouds" one observes that the vocabulary is rich. Special terminology derived from Latin such as "Cirrus", "Cumulus", "Stratus", "Nimbus" are used *(Harrison M. et al., 2006: 106)*. The choice of words depends on several facts like genre, theme, purpose, audience. There are examples of literary terms like "motive", "novel", "tales", "adult fiction", "juvenile fiction or romance", "classic children's fiction", "archetype" *(Harrison M. et al., 2006: 33-34)*.

In the textbook, there are six test variants of Academic Rearing Module units for practice that are similar to the real IELTS test. Each test contains three excerpts that are taken from the books written by specialists in their field, from newspapers and journals. For example, the text on "Emigration to the US" is taken from historical work by Hugh Brogan *(Harrison M. et al., 2006: 66-67,121)*.

This claim, however, is open to doubt because the texts are complex for the average participant. This pattern of the challenge of the text is observed for all the texts from the beginning to the end of the textbook. The authors of this textbook adopted texts for a wider audience taking out specific details of professional interest from the original texts. For example, the text on "Psychology and personality assessment" was adopted in order to suit the wider audience *(Harrison M. et al., 2006: 141-142)*.

Taking into consideration that practice material consists of six typical IELTS tests, a table is presented in order to give an overall view of the principles of text construction (Table 1).

Table 1

The principles of the text construction in the Academic Reading

Number of excerpts	Number of paragraphs	Number of simple sentences	Number of compound sentences	Number of complex sentences	Total number
1.1	7	5	17	14	36
1.2	7	4	7	24	35
1.3	6	4	9	21	34
2.1	4	7	11	15	33
2.2	8	17	6	22	45

Table 1 (continuance)

2.3	4	1	4	24	29
3.1	8	5	10	33	48
3.2	10	3	11	22	36
3.3	6	0	3	25	28
4.1	6	4	9	26	38
4.2	8	9	5	24	38
4.3	8	3	8	31	42
5.1	4	4	11	17	32
5.2	7	1	2	24	27
5.3	8	8	11	28	47
6.1	8	11	12	31	54
6.2	5	5	11	27	43
6.3	5	2	9	25	36
Total	119	93	156	433	681

The table demonstrates that there is no dynamic inside a single test and in a set of tests. The average number of paragraphs is either six or seven and it does not depend on the order of excerpts inside the test. Most of the texts consist primarily of compound and complex sentences. The data prove the challenging of the content of the texts in the Academic Reading Module.

In each test, there are 40 questions to three long and complex texts and one hour is allowed for accomplishing all the tasks. The number of questions is allotted to three excerpts in the following manner: 13 questions (1-13) to the first passage, then again 13 questions (14-26) to the second excerpt and 14 questions (27-40) to the third excerpt. There are 14 tasks that are used 49 times in different combinations. The list of task types for the Reading Module differs from the task types in the Listening Module.

New tasks for the Reading Module are as follows: matching information to a paragraph, matching heading to a paragraph, True/False/Not given, Yes/No/Not given. The tasks on note/ flow chart completion, labelling a diagram, classification, multiple choice, matching statement to the opinion, and a short answer are the same. The number of tasks varies from two to three tasks in each test with the exception of the third test for the second excerpt of which four tasks are allotted.

The tasks on matching are used twelve times, then the sentence completion task is assigned six times. Summary completion, True/False/Not given, Yes/No/Not given, and labelling diagram tasks are used four times respectively.

The tasks test the examinee's ability to express the main idea, opinions, facts and to demonstrate full understanding of the complex sections of the text. For example, the matching of statements to the opinion is given in test 1; excerpt 1 where the text has seven paragraphs marked by letters A-G. An examinee has to complete five sentences by selecting five correct letters from these seven available options in order to complete these sentences *(Harrison M. et al., 2006: 28)*.

The order of sentences and their vocabulary differ from the order of information and vocabulary given in the text and it makes the task challenging. Thus, there are such words in the task as "doubted, reason, effectiveness, suitable, scepticism, reluctance" that are not used in the text *(Harrison M. et al., 2006: 24-25)*.

Another example is a multiple-choice task. In test five, excerpt two, an examinee is to select three correct letters from six statements that are paraphrased. Thus, the text says: "Psychologists would disclaim the possession of any superior skills in judging their fellow-men" the incorrect statement states that "many of them accept that their conclusions are unreliable" *(Harrison M. et al., 2006: 141,143)*.

It is an inevitable situation in such task types as multiple choice, matching, Yes/No/Not given, True/False/Not given and even in sentence completion where paraphrases are widely used. Vocabulary in these sentences or options of these tasks is different from what is used in the text, with a rare exception. In the completion summary task, the task requires to use the words from the given text only in one case *(Harrison M. et al., 2006: 26)*.

But in other three cases the task requires to select words from the given box that contains twenty words and almost all of them are not used in the given texts, with three exceptions *(Harrison M. et al., 2006: 80,126,147)*. For example, one rare exception is in the text on "Think happy." One word "cost" out of twenty in the box of the task is used in the text and in the summary for answer *(Harrison M. et al., 2006: 147)*.

In some cases the tasks require to use the words from the text in such a task type as sentence completion *(Harrison M. et al., 2006: 72,99,126,167)*, flow chart / note completion *(Harrison M. et al., 2006: 98,118)*, short answer questions *(Harrison M. et al., 2006: 40,123,138)*, labelling diagram *(Harrison M. et al., 2006: 76,107,123,163)*, and classification *(Harrison M. et al., 2006: 118)*.

The tests are accompanied by keys that help learners. In a few cases, unfortunately, the given answers may be misleading. Thus, in test 5, excerpt 2, the letters of paragraphs are mixed up in the answers to questions 21, 25 and 26 p *(Harrison M. et al., 2006: 232)*.

The texts from this study material include different variants of English, e.g., the names of historical places, events, dates and terms like "steamers and steam trains, Industrial Revolution, feudal dues" *(Harrison M. et al., 2006: 66-67)*. "Classification of clouds" describes the event that took place in London, in 1802 *(Harrison M. et al., 2006:105-106)*.

Among eighteen texts from the Academic Reading Module there are four texts (22.2 %) where events took place in the USA or the texts written by authors from the USA; one text (5.56 %) describes Australian a historical event, one text (5.56 %) is written by a Canadian author. Twelve texts (66.6 %) are written by British writers or about events that took place in the UK. So, most of the texts are written in British English.

To sum up, this training material is appropriate for the learners who would be able to understand the content of the test, see the principles of structuring and use their knowledge to prepare for the examination. However, these samples of the tests are not compiled according to the regional European English variant.

5. Conclusions

The study findings show variability of themes, grammatical constructions especially in the Academic Module and a wide range of vocabulary.

The tests of both the General Training and the Academic Reading Module are examples of original IELTS tests and are presented in the same format as the IELTS test. Therefore, the analyzed materials are useful for preparation for the IELTS test.

The overall focus of real tests is to prepare students for the IELTS test and to help them to assess how well they can demonstrate understanding of ideas, opinions, and arguments,

evaluate the content, organize and express answers using language according to the tasks in a correct form and meaning.

The results of these studies demonstrate that the majority of listening and reading practice materials is selected on the basis of the British English variant. That is why we claim that the composition of IELTS tests needs to be modified in the context of the World Englishes Paradigm. This modification should be adopted according to the features of the regional English variant. Variations of IELTS test in accordance with socio-ethnic and socio-professional attributes may help the task takers achieve the highest test results. The current patterns may not meet the students' needs. However, this research argues that the needs of students have to be met.

So, looking at the IELTS tests from the perspectives of a functional-pragmatic approach, one may realize the need for changes of the IELTS approach to the testing of international students.

Considering the concept of the World Englishes Paradigm, it is suggested that the content of the Reading module of the IELTS test should include not only the content of the EL variant but also the regional European English variant. The materials of the Reading Section should be composed taking into consideration the European reality or those countries where the Ukrainians most likely will go to.

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FEMALE CHARACTERS İN LESYA UKRAINKA'S AND SUAD DERVIŞ'S STORIES

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Summary

In this work is studied the image of a female as a literary character in the stories of the Ukrainian writer Lesya Ukrainka's (1871-1913) and Turkish writer Suad Derviş's (1905–1972). For this purpose, for female images are analyzed in to the focus called works of Lesya Ukrainka's "*What a Pity*" ("*Жаль*"), "*The City of Sorrow*" ("*Місто смутку*"), "*Loud Strings*" ("*Голосні струни*") and works of Suad Derviş "*A Thief*", "*The City I Passed Through*", "*The Funeral*". The aim of the study is to analyze the dominant female images in the stories of Ukrainian and Turkish authors of the late XIX – first half of the XX century. Analysis of the stories of Ukrainian writer Lesya Ukrainka and Turkish writer Suad Dervis allows realizing the task of gender representation, including common types of female images, which became fundamental in short epic genres of authors and identify distinctive cultural accents in authors' works from different national literatures. In addition, the study attempts to compare the female characters in the stories of Ukrainian writer Lesya Ukrainka and Turkish writer Suad Dervis. The chosen approach allows a deeper understanding and study of such relations between them as: common – special – unique, panhuman – national. Common conceptual and methodological plane in research for phenomena being compared is genre (story), stylistic (modern and realistic works to be analyzed), thematic (social perspective) and typological (typology of female images in realistic prose) aspects.

Keywords: gender, female images, Lesya Ukrainka, Suad Dervis, short story, women's literature.

1. Introduction

Development of literary thought in the XXI century takes us beyond the research of national and literary relations, encourages us to establish common values reaching higher theoretical generalizations in the context of the concept of "world literature". The study of literature beyond the national material is becoming increasingly crucial. The problem of explaining the coincidence of motives, plots, images in the achievements of culturally and historically distant literatures continues to attract the attention of modern researchers. Basic elements of the literary process such as the author, literary work, component of a literary work were and remain the subject of historical and literary analysis. However, in the result of inter-literary research of these components, there is formed a new functionality of the inter-literary process allowing to expand the understanding of national literature and inter-literary communities. This aspect of literary studies was focused on by famous theorists of literature Dionyz Durisin, Viktor Zhirmunsky, Yuri Lotman and others.

Relating to the intensification of both interethnic and global (relations between West and East) dialogic tendencies in the modern world, the study of common and various cultural

features of different peoples is increasingly interesting to the humanities. Comparative literary studies offer ample opportunities to study various cultural aspects.

In this study were used the flash fiction stories by Lesya Ukrainka and Suad Derviş, covering women's issues. The genre is studied of the short story. In this study are used the method of comparative analysis and typological approach. This made it possible to identify the common and distinctive features at the level of external structure (form), themes of works and social types of female images in the works of Ukrainian and Turkish writers. The typological approach allows us to correlate literary images in the short stories of Lesya Ukrainka and Suad Derviş in order to identify characteristic differences and similarities between them.

2. Formation of gender discourse in Ukraine and Turkey

The period from the second half of the XIX – XX century both in Ukrainian and Turkish society was marked by considerable activity in the struggle for women's rights, which later turned into a struggle for gender equality in society. During the XIX – XX centuries, the topic of women in society was addressed not only by writers from different countries, but also by scientists. Ivan Franko, reflecting on the nineteenth century as a period of human emancipation, wrote that "in all fields of spiritual life, in science, literature and technology, the nineteenth century broke all the traditional scales that once entangled the human spirit, dispelled all dogmas… There is a wide free path everywhere for a free thought, immeasurably intensive work of the unit, it is allowed to reveal all the means of its strength, wit, originality and depth everywhere." *(Franko, 1990: 207).* Franko characterized the modern era as a time of strong rejection of patterns and stereotypes, so the development of female writing and themes in the culture of this period is a logical pattern.

Gender studies continue to be of interest to modern theorists of literature, as evidenced by the works by S. K. Day, Ş. Kaya, M. Gymnich, P. R. E. and so on.

There is a lot of works on gender equality in Europe and the East. For instance, woman's experience, life practice, gender relations as a central category of social organization is considered in the collection of works "Women on the Edge of Europe", in which researchers (G. Derbina, L. Lubomyrsky, D. Rensel, M. Ruthes, L. Startseva, O. Dedok, V. Shymanets, R. Ratchield etc.) analyze the role of a woman in different historical periods in the territory of Western Europe. In particular, attention is focused on models of female patriotism, women's images in drama are analyzed, the economic role of a woman in the family is studied, the problem of woman's creativity is focused on and so on *(Gapova, 2003: 26-34).* The tradition of depicting female characters from the standpoint of national subordination, formed by the authoritarian patriarchal system, continues to exist in the works of the first female authors in Ukrainian literature of the late XIX – early XX century.

T. Hundorova, V. Aheieva, and N. Zborovska were engaged in the formation of gender discourse in Ukraine, who studied the problem of the feminine principle in Ukrainian culture from the standpoint of feminist criticism. From the point of view of Comparative Literary Studies, the typology of female characters in the stories of Ukrainian and Turkish writers was studied by N. Senchylo (2016: 217-220).

S. Bayram addresses the problem of the female image in Turkish literature, tracing the main stages of a woman's formation as a literary character The researcher notes that in Divan's literature the woman has always been depicted as an abstract object, the concretization of the image occurs only in the periods of Tanzimat and Servette-Funun. Analyzing the

works of Tanzimatists N. Kemal, Ş. Sami, R. Ekrem, N. Nazim and S. Bayram captures the image of a woman who in her social activities does not go beyond the family. The researcher emphasizes that social development influences the evolution of the image of a woman in literature. In particular, a woman acquires the features of a Western character in short stories by H. E. Adıvar. Her characters are emancipated secular women endowed with the features of typical images of Western European literature, who fight for individual freedom in the conditions of the then patriarchal structure of Ottoman society.

H. Yavuz also associates the appearance of specific female characters in Turkish literature with the Tanzimat period. However, the researcher focuses on the modernized female image, the main feature of which, in addition to intellectual abilities, is freedom in relations with men that emphasizes the importance of a woman as an independent and autonomous identity. According to Yavuz, the type of a free woman, not married, first appears in the short story "September" (1901) by Mehmet Rauf. It so doing, gender perspective was actively developed in Turkish short stories of the early XX century.

A woman as author

Beginning of woman's creative activity dates from the end of the XIX – beginning of the XX century in the Ukrainian literary process. The first female images as central characters in the stories are represented by the authors M. Vilinska (under the pseudonym Marko Vovchok) and O. Bilozerska (pseudonyms – A. Barvinok and A. Nechuy-Viter) and this representation corresponded to the real historical background of that period and was created in the realm of realistic direction. Stereotypical views on a woman as a character, developed in Ukrainian literature by the populist, established patriarchal tradition, are modernized in the works of writers O. Kobylianska, N. Kobrynska, L. Ukrainka at the beginning of the XX century. Their works present a new image of the character – an independent woman, strong personality who seeks self-realization and achieves her goal despite the circumstances and resistance of the environment.

At the beginning of the XX century, under the influence of the West, a new image of a woman was formed in Turkish literature, which was a typical for patriarchal Turkish society. Feminist views appear in the work of the writer H. E. Adıvar who took an active position not only in literature but also in politics. Brave, intelligent and strong characters of H. E. Adivar became a kind of symbol of civilization in the eyes of the intelligentsia of that period. The tradition of depicting female characters in Turkish literature of the XX century is continued by the writer and public figure S. Derviş (pseudonyms – H. Khatib, S. Khatib, S. Susan), realizing them not only in major genre forms, but also in short stories that are the object of our attention. Social issues occupy an important place in the works of S. Derviş, as evidenced by studies by literary critics C. Gunay and H. Ozçelebi (Günay 201). M. Repenkova focuses on the problem of the difficult financial situation of Turkish woman in the works of Suad Derviş *(Repenkova, 2008: 69-84).*

Lesya Ukrainka (1871–1913) is Ukrainian writer, translator, cultural figure. She knew European languages – English, German, French, Italian, ancient Greek and Latin. In addition to Slavic Ukrainian, Russian, Polish, Bulgarian. Suad Derviş (1905-1972) is Turkish journalist, writer, and political activist. She knew German and French, wrote works of art in Turkish. In the works of Ukrainian Lesya Ukrainka and Turkish Suad Derviş writers is affirmed woman's self-sufficiency in the socio-cultural space.

The reasons for the creative activity of female writers in Ukrainian and Turkish literatures, as well as the appearance of leading female literary characters in their works are the beginning of emancipation processes, a certain social and economic emancipation of a woman, more favorable educational opportunities and the emergence of critical approaches to the usual patriarchal life, originate from the popular wave of woman's movement in Europe. Woman's literature has become a mirror of radical changes in the social and cultural spheres, demonstrating the change in traditional women's roles limited exclusively by the family. Creativity becomes for female authors not only a psychological need, but also an attempt to overcome the marginal position in the patriarchal world, to realize themselves, to express their own needs and offer their vision of the debatable issues of that period.

The appearance of women in the public sphere is largely due to the renewal of the entire socio-cultural and historical paradigm: new, fundamentally different historical, social, political, economic conditions correspond to modern cultural trends, and woman's writing should also be interpreted as an attempt to update the outdated aesthetic paradigm. The embodiment of this concept became female characters.

4. The genre of short stories and gender themes in the works of Lesya Ukrainka and Suad Derviş

The short prose genres of Lesya Ukrainka, in comparison with her dramas, and Suad Derviş, in comparison with her novels, are given much less readers' and researchers' attention. However, both writers worked in the genre of short stories and created masterful samples of short prose that raises the gender themes and depicts new colorful female images. The genre of the short story in the most capacious form allowed to show to the reader different aspects of a woman's life in such a way as to draw attention to the problems and social injustice in the usual patriarchal society. In the genre of short stories, Ukrainian and Turkish writers focus on describing one phenomenon – the position of women in society and the need to rethink it. The one-line plot, a minimum number of characters (main character and several secondary ones), laconism, and the accuracy of artistic means are common features of both writers' stories. However, Suad Derviş' stories are characterized by an asymmetric plot organization, journalism, rationality, lack of lyricism, in contrast to the works of Lesya Ukrainka, where the plot organization seems, on the contrary, to be symmetrical and has through-lyricism. A special feature of Lesya Ukrainka's works is that she gives some of the stories their own genre affiliation, for example, the author defines the genre of the work "A City of Sorrow" as "silhouettes", "Sonorous Strings" – as "sketch". In the stories "A City of Sorrow" and "Sonorous Strings", the author uses epigraphs. In the very structure of the stories "Pity", "A City of Sorrow", "Sonorous Strings" she uses elements of the epistolary style – letters, notes.

The titles of Lesya Ukrainka's stories "A City of Sorrow" and Suad Derviş's "The City I Passed Through" have a common component – the city as a background for building a short story. In addition, in these stories, the authors seem to have built a narrative: the author of each story personally observes the events taking place. The stories begin from the first person "*Once I happened to be in a big institution for the insane*" *(Ukrainka, 2021: (6) 178)*; "*I stayed here for several hours. Without any purpose.*" *(Derviş 209)*. It can be assumed that both stories are based on real-life pictures that the authors had to contemplate. Besides, the stories are thematically similar, besides the theme of gender inequality, there is also the theme of the insanity of the characters of Lesia Ukrainka or the semi-insane state of the prostitute in the work of Suad Derviş.

The stories of Lesya Ukrainka and Suad Derviş are not characterized by sentimentality and moralizing. Both writers try to distance themselves from the direct assessment of the depicted reality, trying to ensure that the truth of life in their works speaks for itself. Through characteristic external (descriptive) details, in an ordinary, seemingly insignificant event, they reveal the obvious gender inequality of their characters, conveying all the complexity of a woman's life in a patriarchal society. Personal themes dominate in the stories of both writers, mainly psychological, which allows us to deeply reveal the leading theme of gender inequality.

5. Images of characters in writers' stories

In the story "Pity" Lesya Ukrainka sometimes resorts to detailing the everyday life of the Turkovskyi family: she gives brief descriptions of the house, clothes, food, thus pointing the reader to the social affiliation of the main character Sofia. The description of Sofia's appearance is not very detailed, but it is quite extensive:

"*Golden curls...masterfully flowing fastened over the forehead and held back by a comb-diadem... She gracefully bows her round fresh face, a poetically innocent smile plays on her pink lips, her blue eyes look a little askance, a little as if surprised, naively look in the looking glass.*" (Ukrainka, 2021: (6) 70).

The author gives a brief description of each of the characters in the story "A City of Sorrow" by Lesya Ukrainka: "*… black loose hair covers her shoulders and chest in a messy net, black eyes burn with inhuman longing, her voice sounds monotonously and plaintively ...*" (Ukrainka, 2021: (6) 177); "*... young poetess with clear wavy hair, with wonderful blue eyes..*" (Ukrainka, 2021: (6) 177); "*... an insane woman-composer plays, she has a face like a Byzantine icon, her eyes look sedately and strictly at one point ...*" (Ukrainka, 2021: (6) 178).

The main character Nastia Hrytsenko is also succinctly depicted in Lesya Ukrainka's short story "Sonorous Strings". "*She was hunchbacked... this girl with big blue eyes, with a long light-brown braid.*" (Ukrainka, 2021: (6) 183).

The analyzed stories of Suad Derviş have the form of short stories-novellas, that do not have detailed descriptions of the past of the hero and minimized details of portrait images. For example, the description of the image of the main character Aishe in the Story "Thief" consists of several short sentences.

"*... an old woman is wandering the streets. Her fallen apart shoes are slapping and she could hardly move her legs. She has an old torn shawl on her shoulders*" (Derviş, 1962: 110).

In the story "The City I Passed Through", the descriptions of a woman of pleasure are also as concise as possible. "*Shivering from the cold, three women are trying to hide from the rain. They whisper something to passers-by. Their lips are brightly made up.*" (Derviş, 1974: 210). The description of the main character Rukiia in the story "Funeral" is reduced to the short phrase "an old woman leaned over a sick person."

The analyzed stories by Lesya Ukrainka and Suad Derviş are based on separate episodes from the lives of the main characters, on the basis of which the authors reveal the topic of gender inequality and vulnerability of women in a patriarchal society. Often, an important role in these works is played by an artistic detail (clothing, household items, body defects, etc.) as an integral element that helps to reveal the character of a woman.

6. Typology of female images in the short stories of Lesya Ukrainka

Lesya Ukrainka proposed a new hero in her prose works. Much of the stories were written for youth competitions, in particular, "It is Late", "What a Pity", "A Cup", "Loud Strings", "Affection". It was a way to directly join the modern literary process by creating a popular text and, at the same time, the opportunity to self-presentation and test personal strength in a new capacity. Opportunity to try new topics and see the reader's reaction. The story "What a Pity" *(Ukrainka, 2021)* is the first great prose work of Lesya Ukrainka, which was published in the magazine "Zorya" in 1894. The work tells about the high rise and rapid fall of a young proud girl Sofia Turkovska from an untitled family, who enters the higher world through marriage with an elderly Duke. Due to the inability to conduct financial and economic affairs, as well as the recklessness and extravagance of the young wife of the Duke goes broke and suddenly dies. Left without any financial support, the young widow, who quickly got used to a new beautiful life, having mastered the laws of the aristocratic world, dreams of a new marriage. She does not want to return to the village to her parents. Without education and means of subsistence, the main character decides to become a "companion", or rather a servant to the old capricious baroness. The Baroness, a relative of the deceased husband, constantly reproaches Sophia, tortures her with petty requests and curses. During another verbal altercation, being in a state of extreme nervous excitement, the character kills the baroness with a bronze statuette…

The main character of the story "What a Pity" (1894) is a deeply lonely and disappointed person in life. She is constantly looking for her way in life and cannot find it. Even when real life is raging next to her, a life full of worries and discoveries, passions and struggles, the character due to a number of circumstances and reasons does not know it and does not want to know. Her world is limited only by material goods. Like most women of that period, Sophiia could not even imagine a decent life without a husband or other care. Having become a widow and left without a livelihood, Sofia seeks to find, not build a new life for herself. "*No, I have to tough it out! ... I need to break out of this wilderness... I need to go to the wider world, there, maybe, I will get on in the world again ...*" (Ukrainka, 2021: (6) 97).

Lesya Ukrainka portrays the type of character by social role – a widow who, despite the high status of a princess, her youth and beauty, remains completely helpless and unable to live independently. The social type of a widow has something in common with the same type of character in Suad Derviş's story "Funeral".

In the story "What a Pity", Lesya Ukrainka shows the type of spiritually limited, lonely, unrealized character, obsessed with the material world and at the same time affirms the idea that a woman is not a toy in the hands of higher powers, but a full-fledged creator of her own destiny.

In the work "The City of Sorrow" (1896), female characters are realized through a portrait description or type of employment – a black-eyed girl, poet, composer. The main characters in the work are represented by professional affiliation – these are such types as a woman-poet and a woman-composer. In the epigraph to the short story "A City of Sorrow", the author asks a scientific question: "Where is the border that separates the normal from the abnormal?". In a psychiatric hospital, the narrator contemplates patients, among whom women predominate. For example, the young poetess was driven to madness by a banal life situation - unhappy love. A somewhat similar situation is described in Suad Derviş' short story "The City I Passed Through", where unhappy love leads a woman to prostitution, and her behavior resembles the behavior of an insane woman. However, both authors leave it to the reader to doubt the insanity and schizophrenia, since the characters seem completely normal.

The main character in the story "Loud Strings" (1897) is a beautiful talented sensual girl with a rich inner world, but with a physical disability (Ukrainka L. Ukrainka, L. Encyclopedia of Life and Creativity). The fullness of her harmonious personality is revealed through the kind of activity – music. The type of image of a woman in this story by Lesya Ukrainka is also determined by professional affiliation – a woman-musician. The author depicts a gifted young girl with a physical disability – a hump on her back. "*When she was walking down the street, everyone looked back at her*" *(Ukrainka, 2021: (6) 183).* At the center of the conflict are the desires and dreams of the girl and the resistance of society because of her defect. Her physical vulnerability turns into a life disaster. In Suad Derviş's short story "Thief", her daughter's physical disability turns into a life disaster for the main character Aishe. The vulnerability of the body becomes crucial for the social reception of the characters of Ukrainian and Turkish writers. Both characters are also endowed with moral stoicism.

7. Typology of Female Images in the Short Stories of Suad Derviş

In short stories by Suad Dervis a woman is often the main character. The writer assigns her an important role in demonstrating the negative aspects of an

in the small epic genres of Turkish literature of the first half of the twentieth century is not outlined as clearly as, for example, in the novel that gives us the right to speak of its absence.

In the short story "A Thief", Suad Dervis focuses on the social insecurity of women in society in that period. The author depicts the difficult woman's situation in society, who throughout her life remains a victim of circumstances, unjustly condemned and pushed to the periphery of society by the environment, although the character herself remains a victim of circumstances. The author creates the image of a lonely, socially repulsed woman and mother, who is always left alone with her problems. Aishe is forced to endure ridicule and injustice, she cannot protect herself from bullying and moral humiliation, "*for ten years, everyone has been calling her a thief*" *(Dervis, 1962: 62).* The typology of the character's image is built by the author through the social role of the mother and the imposition of a social label on a woman – a thief. Suad Derviş depicts a woman whose whole life is a continuous challenge and she has no opportunity to change something in her life because of her social status: dependence on a husband addicted to drink and inability to financially sustain herself. "Aishe was left alone with the child in her womb and with grief in her heart. A life full of struggle with hunger and cold began. Every day Aishe went to bed hungry, every day she thought about death... Once, on a cold winter day, her poor daughter was handed over to Aishe. It was a freak with a hairy body, a huge head and crooked legs... Gradually, tenderness awoke in her heart, mixed with pity, and she fell in love with her child, as all mothers love, and maybe even stronger." *(Derviş, 1962: 62).* The raised theme of physical injury echoes this theme in Lesya Ukrainka's short story "Sonorous Strings".

In the story "The City I Passed Through", Suad Derviş reveals the image of an immoral character, focusing on a socially low type of female image - a female prostitute. The problem of female immorality was extremely relevant for realist writers in world literature, in particular, it was revealed by Ukrainian writer Panas Myrnyi in the novel "Prostitute", Frenchman Guy de Maupassant in the short story "Pampushka", Russian writers Anton Chekhov in the story "An Attack" and Vsevolod Garshyn in the story "An Adventure" and others. In "The City I Passed Through", Suad Dervis uses a homodiegetic type of narrative in which the narrator is a traveler observing a situation in a city restaurant involving a woman of easy virtue. The image of the

narrator is in binary opposition to the image of the main character of the story. The author reveals two main roles of the main character – its immoral behavior and social role, which dictates two oppositional female types of images: mother and prostitute demonstrating deficiencies of the society in such a way. In the story "The City I Passed Through", the author puts thoughts with a deep gender meaning into the mouth of the drunk half-insane main character.

"When handsome young men marry rich but ugly girls for their money, isn't that immoral? Can only women be prostitutes, are illegitimate children born only from them?" (Dervis, 1974: 212).

Suad Derviş raises the issue of gender in the short story through the fundamental binary relationship "man – woman". The theme of the character's clouded consciousness coincides with the theme of insanity in Lesya Ukrainka's short story "A City of Sorrow". Both Ukrainian and Turkish writers problematize the border between the normal and painful consciousness of their characters, leaving this question as an intellectual challenge for readers.

The central character in the short story "The Funeral" is a widow (Dervis). The typology of the female image is determined by the social role of women.

Derviş tries to draw attention to social problems and the moral and ethical injustice that a woman faces in difficult life circumstances, and which she cannot resist. Throughout her life, not a single dream of the main character comes true: she dreams of healthy children, a permanent job with her husband, the opportunity to live without fear of tomorrow, but none of the wishes is realized, and at the end of life Rukiie remains alone and without means to existence. Loneliness, lack of means of subsistence and helplessness characterize the young widow in Lesya Ukrainka's story "Pity". In the stories, in which women are the main characters, Suad Dervis demonstrates the lack of woman's right to be realized as a personality. The author draws attention to the inner state of the characters, their absolute dependence on external circumstances and the inability to resist them.

8. Conclusion

World emancipation processes of the late XIX – early XX centuries have made the presence of women's art a characteristic factor in literary development both in Ukrainian and Turkish literature. For both Lesya Ukrainka and Suad Derviş, social reality was the starting point in understanding reality. The differentiated analysis of the moral and social atmosphere of society, depiction of different types of female images expanded the boundaries of the artistic search of the authors. The similarity of problems and characters in the works of the two female writers is also explained by psychological features: personal experience is not only the experience of an individual, but above all the experience of a woman, it is sexually determined for the female authors. It is possible to observe in this the connection between female speech and female corporeality, the attempt to write "from themselves", thus modeling their own subjectivity. Considering the female writing tradition both in Ukraine and Turkey, it is necessary to take into account the socio-psychological aspect, because female writers still had to defend the right to exist.

For the prose of Lesya Ukrainka and Suad Derviş, the dominant themes are the challenges of the time: gender issues, misunderstandings of women with the environment, problems of hysteria, insanity and physical norm. The stories of both authors are affected by their dominant occupations. Lesya Ukrainka's prose is full of lyricism because foremost she is a poet. On the contrary, Suad Derviş' stories are devoid of lyricism and approach journalism, obviously, her journalistic activity affected these works.

The typology of female images in the stories of Ukrainian and Turkish writers is reduced to the social role of women in society and their professional affiliation: for Lesya Ukrainka, this is a widow, poetess, composer, musician; for Suad Derviş – a mother, a thief, a prostitute, a widow. Most of the characters in Lesya Ukrainka's stories are women of creative professions who remain unsettled, unsure of the future and rightless, like the heroines of Suad Derviş, whose world is fixated exclusively on social roles. Both authors show that the position of women in society requires a thorough rethinking, regardless of whether it is a female artist or a woman without a specific type of activity. The female authors portray women who remain hostages to social conditions and life circumstances. The voice of both writers sounds clear, both authors focus on the problems of women in the social environment. Female writers, along with male authors, feel patriotic and democratic duty that encourages them to selflessly promote humanistic values, defend women's rights, and use the word as a weapon to draw attention to gender injustice in its various forms. The specificity of the stories where women are the main characters is the focus on the inner feelings of the characters, due to psychology and social circumstances: a woman is in the state of sensory perception of reality but not of the subject of the events.

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COMMUNICATION COMPETENCE IN UKRAINIAN AND FOREIGN LITERATURE CLASSES

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Summary

The priority direction of the educational informatization process is introducing information and communication technologies (ICT) in the educational sector. When developing digital information and educational space, certain questions arise regarding the expediency and effectiveness, the place and the role of ICT in the educational process, which is quite natural. The aim of the research is to prove the expediency of using ICT at the lessons of Ukrainian and foreign literature. The relevance of the issue is influenced by many contradictions between the potential possibilities of multimedia technologies as a means of multimodal and multichannel perception of artistic information from literature and the technology uncertainty of conducting a literature lesson with ICT technologies, as well as insufficient development of computer-based literature lessons, regarding the specifics of perception of an artistic literary work in the system of activity-value learning. Incorporating ICT into the educational process provides opportunities for further differentiation of general and professional education, comprehensive implementation of creative, searching, person-centered and communicative forms of education, increasing its effectiveness, mobility and compliance with practice requests. Modern life demands searching for new forms of the educational process arrangement, especially, lessons of foreign literature. The use of computer technologies and the Internet is one of innovative means of studying literature, which allows stimulating students' interest in artistic works and saves time for creative cooperation between the teacher and the student. The implementation of ICT at the lessons of Ukrainian and foreign literature is considered to be one of the urgent methodological problems.

Keywords: media didactics, media ecology, teacher's media competence, media creativity, methodology of teaching foreign literature, modern means of communication.

1. Introduction

In the modern educational space, the concepts of "information and communication technologies", "media literacy", "media education" and "multimedia" have become relevant. The information society with the active introduction of multimedia into everyday reality requires the education system to reorganize methods and forms of learning that will allow students to flexibly adapt to changing living conditions, acquire a high level of tolerance, and adjust the received narrative to their own life space. According to M. McLuhan, "in order to live in modern society, it is necessary to be media literate" *(Shuliar, 2006: 1).*

Media literacy allows a person to actively use the possibilities of the information space of television, radio, video, cinema, the press, the Internet, as well as develops critical thinking. Today, a child starts working with a computer as a consumer and a user of ICT at the age of 6. In Ukraine, more than 600,000 children (5–18 y.o.) use the Internet.

And the number of young online users is growing by more than 30% every year. While the school lags behind in the introduction of ICT, which does not contribute to the students' motivation to study. On the one hand, the school declares the transition to ICT as a priority (according to the joint document of the EU member states "The Digital Agenda for Europe. Action plan until 2010"), on the other hand, the use of media technologies is problematic regarding uncertainty of methods and forms of education, technology of the lesson, the genre of the lesson. As C. Fontenot, head of the American program "School of the XXI century", noted, "Today there is a big technological gap between students and schools. The new "multimedia generation" wants to see the most modern technologies in school. For many students, the lack of modern electronic interactive tools and innovative programs discourages interest in learning" *(Bezhenar, 2005: 12)*.

Since the above-mentioned technologies will be based on new requirements for the student's cognitive activity, especially, the perception and understanding of information coming from various communication channels, the abilities to analyse information, highlight the main thing in the information message and understand the direction of communication or its hidden meaning become necessary at all stages of education. But the conceptual field of definitions and relationships of "ICT – media education", "a lesson of literature and multimedia" remains unresolved.

Various problems of adaptation and use of ICT and multimedia in the context of school education, methodology and theory of computerization of education are highlighted in the scientific literature (V. Bykov, V. Guzeev, Y. Zhaldak, Y. Zhuk, I. Zakharova, O. Polat, S. Rakov, A. Fedorov). Such methodists and scientists as O. Isayeva, Y. Kovbasenko, O. Kutsevol, O. Pronkevych, A. Ulishchenko, V. Shuliar study the issue profoundly and offer their options for the informatization system. Furthermore, practicing teachers also present different formats of their own models of literature lessons with computer technologies.

The analysis of scientific research results shows that the issue of developing computer and multimedia support for the subjects of the humanitarian cycle, especially, the lessons of Ukrainian and foreign literature, regarding the specifics of the subjects at the systemic level with theoretical justification, is insufficiently studied.

2. Modern literature lesson in the format of global media education

The basis of our research is the use of ICT when studying Ukrainian and foreign literature, which outlines the problematic issues under investigation, namely: 1) best ways for organizing the interaction with ICT when learning literature; 2) ratio of artistic text and hypertext; 3) definition of the interpretive field of artistic text and hypertext; 4) necessary changes in the content of the subject area when teaching with the use of ICT. It is important for us to identify the relationship between the concepts of "hypertext – a literature lesson" and to include ICT and multimedia in the Ukrainian and foreign literature lessons in the pedagogical process.

The basis of conducting a literature lesson using ICT consists of two main concepts: "hypertext" and "media education". Thus, the concept of "media education" acquires different meanings in the interpretation of the "Russian Pedagogical Encyclopedia" by O. Fedorov,

H. Onkovych. Let's focus on the definition of media education by H. Onkovych, who notes that "media education is a process of training and self-education of an individual through mass communication media" *(Orlov, 2004: 2)*. Since we assume ICT as mass communication tools, the problem of ICT didactics arises. So, we can assume that the use of ICT at the lesson of Ukrainian and foreign literature can be considered as an element of media education. This will allow us to consider the concept of "hypertext", which is related to the use of ICT in the educational process. If the main didactic unit at the lesson of literature is the text, and when using ICT and media, the unit of work is the concept of "hypertext", there is a need to interpret the relationship between the text of the artistic work and the hypertext.

The concept of hypertext becomes relevant both for the postmodern phenomenon in literature and for network technology. The issue of hypertext and its relation to the text was considered by M. McLuhan, U. Eco, T. Nelson, O. Barst, and others. Today, it has already been proved that the optimal or dosed use of information technologies at the lesson activates and develops the child's mental abilities, contributes to the active and conscious acquisition of knowledge, skills and abilities of self-education and cultural communication. Only the implementation of information and communication technologies in the educational process, according to specialists, can increase the effectiveness of education by 30-40% *(Bezhenar, 2005: 14)*. Moreover, the use of ICT among younger schoolchildren, according to the results of an experimental study by Y. Zhuk, has a positive effect on the formation of the abilities to abstract and to build an internal plan of action, as well as the development of linguistic qualities that accompany thinking processes *(Zhuk, 2003: 20)*.

We can assume that the use of ICT among secondary and high school students also develops the skills of analysis, classification and synthesis as the most necessary mental operations, affects the ability to develop tactics and logic for building inferences, etc. In this case, the use of ICT and multimedia at the lesson as a factor of thinking and developing the student-reader is indisputable.

In the West, ICT is primarily used when studying humanities and social sciences. In Ukraine, on the contrary, the subjects of the humanitarian cycle are traditionally considered "non-computer subjects", therefore, the use of ICT is usually limited to illustrative and visual functions. The teacher does not set himself or herself the task to give the student special search knowledge, to teach navigating in the information space – that is, to form an activity-value approach to education and self-education, the competence of the reader, but prefers demonstrating, visualizing and controlling knowledge. It should be noted that the basis of information technologies is not the illustrative function, but the meaningful design of the material, that is, the creation of such a demonstration, which is not aimed at illustrating the material, but at encouraging the search for answers to questions.

According to V. Bush, the human mind operates with associative connections that combine disparate human knowledge into a single entity *(Shuliar, 2006: 2)*. Given that literature is, first of all, the language of association, metaphor, and hypertext implies a non-linear perception of the material, i.e., based on associations, we can assume that the organization of work with an artistic text is built non-linearly, through metaphorical research, which allows students to choose their own search path truths from an image or an idea to an understanding of the content.

Thinking operations of analysis and synthesis leading to independent generalizations and conclusions are included. Students' activities in the ICT system comprise working with Internet libraries, illustrating educational material, processing data (e.g., didactic materials from the screen, using video materials, fragments of TV and feature films as the basis for the formation of students' interpretative culture), which gives rise to a new genre of lessons

like a computer- based lesson. The didactic and compositional possibilities of such a lesson include the peculiarities of the perception of modern teenagers and young people (visualization of perception). But "the computer, anticipating work with the text, revives (unlike television, which is oriented towards the visual image) the printed text and contributes, ultimately, to the ability to read ... "users switched to using written communication in the form of a display, which, unlike from the TV screen, builds a world of images similar to a book" *(Ziaziun, 2006: 4)*. But the text on the computer monitor acquires features of hypertext (a book within a book), which is characteristic for works of art, especially, literature of post-industrial society. The concept of "hypertext" allows us to classify a literature lesson as an educational hypertext, in which the teacher offers the text of a work of art, literary and critical materials on its interpretation, associative connections like "a word – a symbol – a metaphor", "an episode – a hero – an idea", "an illustration – an image", "a film fragment – interpretation", "visual series – associative series", "a genre in historical retrospection – individual authorial features of work in the genre", etc. In this way, the information at the lesson is built both on a linear and on thematic levels.

The methodist and the scientist V. Shuliar drew attention to this in his research *(Shuliar, 2006, 2008–2010)*. An indispensable sign of hypertextity will be the use of ICT in order to expand the interpretive field of an artistic work: obtaining information from various sources, analysing information, symbolic coding and decoding of information, creating one's own construct based on the received information, cultural samples. The literature lesson is structured according to the model of multimedia technology, where several types of information (textual, graphic, video, photo, animated) are combined to solve a specific problem. Thus, it is a method of preparing electronic documents, which includes visual and/or audio effects and multi-programming of various situations under the unified management of interactive software.

Educational materials prepared on the basis of multimedia hypertext technologies have a number of obvious advantages: this is a new level of presentation of educational material, which is associated with the use of visual and additive visibility. In addition, the very hypertext structuring of the educational material has its own didactic value, because it is a much more flexible form of presenting the material, which allows taking into account the individual characteristics of the learner as much as possible: the speed of thinking processes, the way of perceiving the material, etc. In essence, this is the creation of one's own educational text based on the proposed concepts and structures, as a result of which the learning process acquires a creative character. The construction of a foreign literature lesson as a hypertext provides ample opportunities for comparing cultural samples of different literatures and cultures ("Tale in the World Literary Process", "Ballad in the World Literary Process", "Sonnet Genre in World Literature", "Travel Plots", "Biblical Motifs in the World Art", etc.), which diversifies the topic of presentation of the material and builds the perception of cultural phenomena as a single hypertext.

The education system with a combination of traditional sources of information for a literature lesson, such as a literary text, a paper textbook, and non-traditional ones, such as ICT and multimedia, was named as mixed or compilative, which can be conventionally defined as a polymodal model of integration. This system of education increases the role of the student's individual creative cognitive activity and is implemented according to a certain scheme.

The most optimal types of integration of literature and media education are textbook texts; didactic materials; texts of artistic works; critical literature; periodical press; television broadcasts; audio and video recordings; musical pieces; reference and encyclopaedic literature; educational sites; electronic textbooks and manuals *(Zharkovska, 2002: 6)*.

In general, the hypertext lesson is structured following non-linear interrelationships "a teacher – vocabulary – a student-reader – a literary and artistic material – sources

of communication" (synergistic component). It includes a system of values (axiological principles) that are embedded in the material under consideration so that each subject of literary education could reach their peak result (for today), moving further forward (acmeological foundations).

Therefore, hypertext is a unifying system-forming factor of non-linear organization of information, which allows teachers to make the lesson competent and active, taking into account the formation of the ability of the teacher and students to live and act in a synergistic space, to make a choice of such methods and techniques, forms of learning, literary and artistic materials, Internet sources, etc. (according to V. Shuliar), which will provide everyone with person-centred growth, a qualified understanding of an artistic work, and the construction of an axiological model of their future life.

3. Expediency of using ICT in foreign literature lessons

Having come to the conclusion that the use of ICT at the lessons of foreign literature can be considered as a hypertext in media education and it contributes to the better achievement of the goals set by the teacher at the lesson, we can analyse the ways, methods and forms of using ICT.

The modern educational paradigm requires a transition from passive to active learning technologies. The use of ICT in education is the next stage of the introduction of the latest approaches to teaching the disciplines of the social and humanitarian cycle. Foreign literature is not an exception, because this discipline gives the teacher a wide field for creativity and experimental activity, which can be carried out precisely by means of ICT.

The use of elements in foreign literature lessons is a new and relevant phenomenon. Education in Ukraine should develop in the context of the development of civilization and informatization of society in the 21st century. It is time to change worldviews, to reassess values, to make changes in society, and in the individual. Under the influence of modern television, the new generation seeks to get everything from life at once, to activate their potential opportunities, to realize them in the process of life.

A teacher of humanitarian disciplines, especially, a teacher of foreign literature, faces new tasks: the transition from authoritarian pedagogy to the introduction of modern pedagogical technologies, spiritual growth, thinking about the meaning of life and about own place in this world. It may be able to protect us from the influence of apathy, change society, and revive the state. The introduction of ICT into the educational process of the school will ensure a gradual transition of education to a new, high-quality level.

When studying foreign literature, modern pedagogical technologies (e.g., computer-based learning, interactive types and forms of work) should be used more actively. They increase students' cognitive independence and motivate the need to develop their reading culture.

Among the interactive forms of work in foreign literature lessons, the educational interaction of students in pairs, microgroups and groups is becoming widespread, which is mostly used during the search and analysis of information, performing practical tasks, preparing debates, seminars, and various creative tasks. In order to give schoolchildren more opportunities to communicate, express their own thoughts and feelings, the dominant form of learning in foreign literature lessons in all classes should be dialogue, during which the level of knowledge of students is revealed.

As you know, today computers are used in almost all spheres of social life, so the ability to work with modern information technologies is considered mandatory and necessary for every

individual in our country. The possibilities of using these technologies in the educational process, in my opinion, are inexhaustible. The Internet provides free access for both teachers and students to literary texts, newspapers, magazines, scientific articles, dictionaries, textbooks, manuals, and other materials that were previously available in print. The undeniable advantage of the Internet is constant access to the latest information which is advisable to actively use at the lessons of foreign literature.

The project-based learning has become relevant recently. This pedagogical technology is impressive since it is aimed at the student's acquisition of new knowledge through self-education as well as it is considered as an example of a combination of curricular and extracurricular activities. Pedagogical literature presents several types of projects used in school education. There are two types which are widely used, e.g., a creative project and informational projects, which are focused on collecting information, have a clear structure: purpose, relevance, methods of obtaining and processing information, design of results and their presentation.

The use of the presentation development program allows turning the task of writing students' projects into a creative process that involves a large audience of listeners; a presentation discussion and choosing the best works are considered as effective follow-up activities. One of these programs is the Microsoft Power Point computer program, which allows using text format, sound and video files, animation, various schemes, tables, dynamic graphs, etc. All these contribute to a better understanding of the presented information by listeners. Such classes encourage increasing the high school students' interest in learning, help them improve their analytical and language skills, and develop creative imagination. The project is believed to give every participant, regardless of the training level, the opportunity to reveal his or her individuality and make a personal contribution to the common cause. The use of modern information technologies determines access to foreign systems of knowledge and culture of countries which language the future teacher will convey to students; free formation of own worldview by the teacher; development of the humanitarian focus of education; distribution of forms of home and distance learning; adaptation of the future teacher personality to the dynamically changing conditions of the economic functioning of life as a whole.

The specifics of teaching foreign literature demand the introduction of not only new forms and methods of work, but also the use of the latest technical means. Absolutely all links of the teaching methodology, implementation of new forms of work are connected with the use of computer technology.

Electronic presentations, educational videos, electronic tests, handouts in printed form have an inexhaustible potential for use in literature lessons. To ensure the proper level of implementation of electronic learning tools, it is necessary to form and improve such a professional trait of a teacher as ICT competence. Defining ICT competence as a separate component of a teacher's professional competence is explained by the active use of ICT in all spheres of human activity, including education.

Among the main didactic functions that should be implemented with the help of computer technologies when studying foreign literature, methodologists identify the following:

- cognitive. Using computer technology and the Internet, a person can get any necessary information, both stored on the hard drive of own computer database and placed on disks or relevant pages on the Internet. Multimedia programs, multimedia encyclopaedias, especially "Great Encyclopaedia by Cyril and Methodius", "Illustrative Popular Children's Encyclopaedia" or the famous 32-volume British Encyclopaedia, as well as various thematic encyclopaedias are popular among young people;

- developmental. When using ICT in education, it is possible to take into account the typological age and individual abilities of students, to identify and develop potential opportunities, their personal needs, and at the same time to correct deficiencies in the development of their skills and abilities. Working with various computer programs, in addition to activating the literary capabilities of the individual, contributes to the development of such necessary cognitive processes as perception, logical thinking, memory, imagination;

- research. On the basis of a wide range of information presented due to computer technologies, modern students prepare various works of an independent, research nature on separate topics. Schoolchildren have the opportunity to participate in the work of literary search groups, Internet competitions; perform creative works of various kinds, create own creative projects, develop reports, essays, student presentations, publications, websites; to investigate certain problematic issues, to present their research at various Internet Olympiads, Internet-projects, Internet-conferences, Internet-forums;

- communicative. When students exchange the information, they create so-called virtual unity, everyone has a real opportunity to surf the websites of popular contemporary artists; they have the opportunity to compare different views, evaluate them, form their positions.

It is known that the most effective influence on a person is exerted by information that affects several senses at the same time, and it is remembered better and stronger if many channels of perception are activated. Therefore, the role we assign to multimedia learning tools, which emerged with the advent of powerful multifunctional computers, high-quality educational programs, and advanced computer learning systems, is obvious.

At the current stage of educational development, multimedia allows combining text, sound, video images, graphic images and animation in one computer software and technical system. Each of the applied information components has its own means of expression and didactic capabilities, aimed at ensuring the optimization of the learning process in foreign literature classes. That is why multimedia programs as a kind of teaching tool can provide a fundamentally new quality: the exchange of information between the student and the technical system takes place in a dialogic form, according to an unregulated script, which is constructed by the student in a new way each time, at his or her discretion, and the computer technology of education itself organically fits into the classical system, develops and rationalizes it, providing new opportunities for the organization of parallel training and control of knowledge, provides a real opportunity for the practical implementation of individualized training.

The range of didactic possibilities of multimedia learning tools can be briefly defined as following: diversification of forms of information presentation; diversification of types of educational tasks; creation of educational environment that ensures "immersion" of the student in the imaginary world, in certain social and work situations; provision of immediate feedback, wide opportunities for dialogizing the educational process; individualization of the learning process, the use of basic and auxiliary educational influences, the expansion of the field of independence; application of game techniques; possibilities of reproducing fragments of educational activities (e.g., subject-content, subject-operational and reflective); activation of students' educational work, strengthening of their role as subjects of educational activity (the possibility to choose the sequence of studying the material, determining the extent and nature of assistance, etc.); strengthening of learning motivation.

4. Types of students' educational activities with multimedia programs,
a combination of various means and forms of work

The use of multimedia programs can be productive in various types of educational activities of students.

1. Computer programs when presenting a new material, its repetition, generalization and systematization (the use of multimedia tools to repeat, generalize and systematize knowledge not only helps to create a concrete, visual representation of the subject, phenomenon or event being studied, but also supplement the known with new data. There is not only a process of learning, reproduction and clarification of what is already known, but also a deepening of knowledge).

2. Multimedia programs as a means of introducing students' independent work (multimedia programs are mostly designed for independent active perception and assimilation of knowledge by students. The feasibility of conducting independent work based on the content of multimedia teaching aids is proved as they help the teacher set a problem, activate perception, ensure solid assimilation knowledge, contribute to the development of abilities and skills of independent mastery of knowledge. The didactic value lies precisely in the fact that students do not perceive "ready-made" knowledge, but perform search work).

3. Multimedia information as instructional and illustrative material (there are illustrations that only reproduce and specify the educational material; illustrations that supplement the educational material or present it in a new light. The latter type of illustration should be considered as the most suitable for the development of cognitive activity of schoolchildren in the process of studying foreign literature It should be emphasized that the use of multimedia information with illustrative material is not an "addition" to a literature lesson, but an additional source of educational information, with the help of which a work of art should be studied).

4. Combining multimedia and other means of learning. It depends on what task needs to be solved, when the teacher of languages and literature involves one or another means. In its turn, it influences the occurrence of different combinations, i.e., complexes of learning tools.

The main feature of the methodology of using both individual multimedia tools and their combinations in a certain complex system is to ensure the correspondence between the specific features of the presentation of the educational material and the main psychological and pedagogical regularities of the learning process, features and conditions of students' knowledge acquisition.

We believe that there is a need for a rational rotation of teaching aids at the lesson, a certain limitation of their volume and duration of demonstration (not only for hygienic reasons). When choosing teaching aids, it is necessary to clearly find out the possibilities of their application in a certain system, to determine their didactic functions at the lessons, as well as the necessary and sufficient (optimal) amount of educational information, its correspondence to the content of lessons, possible forms of combination with the teacher's talk. The effectiveness of the combination of teaching aids depends on how well it corresponds to the structure of the lesson and the content of the educational material, how much the teacher takes into account the specifics of the class (the general level of students' development, their knowledge on this topic, the ability to work with multimedia information, etc.).

Forms of work using a computer at the lessons of foreign literature:

- studying the topic of the lesson independently or in pairs with the help of certain software. The same is applied to the performance of a certain task. The teacher focuses on correcting the students' activities. There are some difficulties since the teacher does not always

have free access to computer equipment for the simultaneous work of at least half of the students in the class;

- use of the Internet, CD-ROMs to complete a project, write an essay, perform any creative task;

- conducting various surveys, tests, evaluation. It should be noted that computer support of the textbook as a means of enhancing the functionality of the content and ensuring the motivation of learning is extremely necessary today. An electronic textbook or a manual includes the same didactic tasks as a traditional one. But at the same time, it has a number of advantages. The main one is the use of multimedia, which makes it possible to reproduce visual and audio information (newsreel, excerpts from feature and documentary films, animation diagrams).

Multimedia support for lessons expands the interpretive field of an artistic work like obtaining information from various sources, analysing information, symbolic coding and decoding of information, creating one's own designer based on the information received, cultural samples; combination of traditional and non-traditional sources of information; a new level of learning the educational material, which is connected with the use of visual and additive visualization.

The main directions when implementing the idea comprise the involvement of students in the independent search for the truth following from the image or the idea to the understanding of the content; inclusion of mental operations of analysis, synthesis with access to independent generalizations and conclusions; development of critical thinking, creative abilities, the student's personality in general and his or her adaptation in the foreign information space; formation of students' information culture, meeting their information needs; intensification of education and training due to the use of ICT; improvement of scientific and methodological support of the educational process; optimization of education based on the use of ICT, the main task of media education is to prepare children for life in the information society, to form their ability to use information in any form, to help them realize the results of the impact of mass communication on a person.

It is worth noting that often lessons with ICT are also called multimedia. Therefore, it should be remembered that when someone says a multimedia lesson, it means a lesson with ICT.

There are different types of multimedia lessons. To understand the full scale of multimedia lessons, let's consider the very concept of "multimedia". Multimedia is a modern information technology that allows a teacher to combine text, sound, video images, graphic images and animation (cartoons) in one computer software and technical system.

A multimedia lesson has the following features as emotionality, diversity, creative and artistic potential. In this way, we can distinguish such types of media lessons as a presentation lesson, a lesson of developing an interactive poster or collage, a lesson of a project presentation, an audio book commentary lesson, a novel adaptation lesson, a character or writer scrapbook creation lesson, a discussion lesson in Internet conference mode, a lesson on creating a Wiki-newspaper, a WebQuest, etc.

Practicality of multimedia lessons includes: practical significance; the principle of adaptability: computer adaptation to the individual characteristics of the child; controllability: the teacher can correct the learning process at any time; interactivity and dialogic nature of learning (ICT has the feature of "responding" to the students' and the teacher's actions, "engaging" them in a dialogue, which is the main feature of computer-based learning methods); optimal combination of individual and group work; supporting the student's psychological comfort when interacting with the computer; unlimited learning: the content, its interpretations and applications could be used as often as possible.

Preparing a multimedia lesson requires more careful preparation than a traditional lesson. The script of the lesson and its direction are important components of such an activity.

Having a number of advantages, lessons with the use of ICT also have their disadvantages, which are also worth talking about. The multimedia lesson is characterized by erasing the traditional culture of reading, the devaluation of the cult of the book; decrease in the share of "live" communication of participants in the educational process; reduction of social contacts and the practice of social interaction, individualism (a generation is born that lives in the Internet space: Facebook, Instagram, TikTok, chats, forums, Live Journals, virtual games, etc.); expanding access to unwanted information; danger of copyright infringement, spread of plagiarism; emergence of various types of computer addiction; health threat (increased hypodynamia, loss of vision, etc.).

The lesson of the 21st century is a lesson with ICT which has practical, theoretical and cognitive results as well as becomes interesting for students. Pupils at the lessons with ICT are not ordinary fifth-graders or school leavers, but web designers, authors of website ideas, writers, illustrators, animators, researchers of other worlds, that is, creative people who know how to create and cooperate in a team. When using information technologies in the educational process, a teacher should not do it occasionally, unsystematically, otherwise these lessons will not affect the learning results. It is worth using media wisely and realizing that the choice of technical means is determined by the form of the educational session (a presentation lesson, a lesson in research, a workshop, a virtual excursion, a thematic project, etc.). It is necessary to remember about health-friendly technologies and not to forget that the computer does not replace the teacher, but only complements him or her. And the most important thing is that a lesson of foreign literature should be student-centred with the focus on the problems of student development through the means of the art of speech.

5. The use of ICT when organizing student project activities at the lessons of Ukrainian and foreign literature

With the development of computer technologies, the multimedia presentation of the results of the research and educational activities of schoolchildren has become widespread.

When arranging work with students using the project-based method, we often use multimedia presentations as visualization, gradually teaching schoolchildren to use the presentation as a form of independent research design activity. We explain the necessity of posing a problematic question and finding the answer to it during the research, choosing indisputable arguments, and using additional literature during the research.

In classes where multimedia technologies were used, the educational process was marked by the following advantages: the material was better perceived by students; their interest grew (it is very difficult to surprise modern students and make them interest in anything); we observed individualization of learning and development of creative abilities (involvement of schoolchildren in creating lessons, projects, presentations); the types of work that made the students feel tired were reduced; various audio and visual means (music, graphics, animation) were used to increase the activity of children; dynamic presentation of the material was made possible; positive conditions to form the student's self-esteem and prepare for independent work were provided.

In practice we more often use presentations created with the help of the Microsoft Power Point program, especially, the following ones: presentations for lectures; presentations

for lessons on repetition and generalization of the material; presentations for lessons of evaluation of knowledge.

The composition of the program material in this case serves as a kind of reference outline. It is also worth noting that students often use a presentation when preparing homework, believing that it is more understandable and logical. Educational presentations are designed to help the teacher provide a convenient and visual presenting of the educational material. The experience of creating and using presentations when studying foreign literature allows determining a number of factors that affect the effectiveness of the educational process like the growth of the impact of the speech on the audience, since a significant amount of information is perceived by visual and auditory receptors at the same time; facilitation of understanding and perception of the presented material; memorization of educational material for a significant period; increasing the psychological probability of accepting correct conclusions, judgments, and generalizations; reducing the time to solve the problem.

It is clear that lessons with the use of multimedia technologies require significant preparatory activities of the teacher. A multimedia lesson makes it possible to combine a large number of interesting tasks in one lesson, involving more and more students in active work.

The presentation as a form of visualization can be used to increase the motivation of students' educational activities, because the main task of using project-based technology when studying foreign literature is to increase students' cognitive interest in studying the subject, the effectiveness of its mastery by schoolchildren.

Thus, the multimedia presentation remains the most productive type of project design. It includes students' creative work, but teachers monitor compliance with certain requirements and criteria for its creation (problematic questions, arguments, conclusions, literature). Also, project presentations should not be burdened with material or text, the most important information should be highlighted.

The ability to use ICT at the lessons makes it possible to widely apply project-based technology. Project-based technology allows the teacher to apply a variety of interactive exercises and change the role of the teacher. The future trends are based on the education system, which would be realized in the "a student – technology – a teacher" scheme, in which the teacher turns into a technologist, and the student becomes an active participant in the learning process.

The purpose of creative projects is considered to form students' intellectual, special and general cultural knowledge and skills, to develop logical thinking, independent planning skills, self-education, communication skills, to stimulate determination, initiative, cooperation skills, to use the most complete information.

Thanks to projecting at the lessons of literature, students learn to be aware of the objectives, plan their work, predict possible results, use sources of information (mass media materials, literary works, research of literary experts, linguists, etc.), independently search and accumulate material, analyze and compare various facts, prove their own views, make their own decisions.

To create a catchy project a student should know the text well, be able to navigate in it, admire and enjoy the work, reflect and be enriched by beauty, wisdom, inspiration; a student should not proclaim worn-out standards or drill a wise book analysis, but wonder, ask, argue, prove, share impressions; a student should not be afraid to quote to confirm what has been said; he or she should draw conclusions, analyze and express own attitude to heroes, acts, events, objects, etc., highlight the main points without unnecessary details, consider the work from the standpoint of the universal, eternal, try to understand its value for contemporaries, remember

that every word carries a content load; a student should learn to speak clearly, competently and logically, prepare for the answer in advance (draw up, if necessary, a plan or scheme of the answer), remember: the work is an iceberg, only part of it is on the surface; therefore, a student must be able to delve into the essence.

There are such forms of work at the lesson with project-based technology as group ("Point of view", "Prove the correctness of the statement or disprove it", "Method PRESS"...) and individual ("Yes – no", "Finish the sentence", etc.).

Teaching methods could be informative (lecture with elements of conversation, demonstration), searching (business game, situation, problematic issue...), operational (algorithm, literary quiz...), independent learning (listening, reading, analysis, working with additional literature, etc.).

The algorithm of the teacher's work when conducting an interactive lesson consists of the following steps: determining the expediency of using interactive methods at the particular lesson; careful selection and analysis of educational material, including additional ones (tests, examples, situations, tasks for groups, etc.); lesson planning – stages, timing, approximate division into groups, roles of participants, questions and possible answers); development of criteria for evaluating the effectiveness of group work, classes; motivation of educational activity by creating a problem situation, stating interesting facts, etc.; ensuring students' understanding of the content of their activities and the formation of expected results during the announcement, presentation of the topic; providing students with the necessary information to perform practical tasks in a minimally short time; ensuring students' acquisition of educational material through an interactive exercise (at the teacher's choice); reflection (summarizing) in various forms, e.g., individual work, work in pairs, groups, discussion, in the form of drawings, diagrams, graphs, etc.

6. Conclusions

It is quite difficult to imagine modern life without the use of computer technology. In the conditions of a significant increase of new information sources, traditional educational and methodological support is unable to cover such educational tasks as updating the content of education, ensuring person-centred learning, activating the process of developing students' creative abilities and skills, applying acquired knowledge to solve non-traditional tasks

Modern computer technologies enable the teacher to qualitatively improve the process of teaching the material when preparing for the lesson. First of all, the question of implementing the idea of "pedagogy of cooperation" is relevant. Combining the efforts of students and teachers provides an opportunity to reveal the individual characteristics of each child in the best possible way, to interest him or her, to determine the essence of the research problem, to achieve mutual understanding.

The use of ICT makes it much easier for the teacher to establish close cooperation with the student, facilitate the presentation of new material, and stimulate own research activities. The wide variety of ICT lessons in ways and forms of work diversify the pedagogical process, makes the lesson of foreign literature a creative process, makes it possible to turn the studied material into a hypertext and, thus, create in the student's mind a general picture of the development of foreign literature in space and time.

With the use of ICT, it has become possible to conduct lessons in project-based technologies, which brings the study of foreign literature closer to life and gives it even more practical value.

Therefore, the use of information and communication technologies at the lessons of foreign literature is appropriate and justifies itself. Literature should be an integral part of life, and media education should be an integral part of the lesson.

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DEVELOPMENT OF THE NATIONAL CONCEPTOSPHERE
IN GREAT BRITAIN

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Summary

The article analyzes the peculiarities of the process of the national conceptosphere development in Great Britain. It was found that the national conceptosphere is a set of categorized, standardized, processed concepts in the consciousness of the ethnic group. The conceptosphere expands with the enrichment of historical experience, culture of the nation, its art, science and literature.

As a result of the analysis of modern linguistic sources it is determined that the main concepts of the British linguistic picture of the world are correlated with the features of the national character of the British. English people usually talk about themselves as quiet, reserved people who are dominated by common sense and who are not inclined to make rash decisions. At the same time, the Scots, Welsh and Northern Irish present themselves as the complete opposite, namely as romantic, impulsive and energetic people.

In Victorian era such concept as "Englishness", or English national identity, arose. In that period new traditions, new educational system, and new standards of the English language were emerging.

Thus, the political, economic, cultural events and shifts in the history of the British nation at the turn of the XIX and XX centuries led to the formation of the modern conceptosphere of the people. This period in the life of Great Britain gave new meanings to many culturally marked signs embodying the material and immaterial culture.

Keywords: linguistic picture of the world, concept, conceptosphere, national conceptosphere, national character, Englishness.

1. Introduction

The study of the conceptual sphere, as well as the culture of any people, requires a comprehensive approach that explores not only linguistic and social factors, but also ethnically determined stereotypes of linguistic behavior, national peculiarities of the linguistic picture of the world, etc. The formation of a national picture of the world takes place under the influence of numerous factors, namely the place of the people residence, the social arrangement, historical events, religion, and others. Among such factors that influence the development of the national picture of the world, there is a place for the historical development of the nation. It is in the process of such development that nationally specific moral views and norms change, since in each era there are separate customs, social psychology and values are formed, which, accordingly, is reflected in the linguistic consciousness of the people. During the research of the culture of one or another nation, which finds expression in traditions in various folklore genres, one should analyze the linguistic aspect of these cultural phenomena, trying to get to the origins through language. For this, both sociolinguistic and linguistic methods can be used,

because it is necessary to work not only with informants who are bearers of ethno-cultural traditions, which reflect various social strata of the studied ethnic group, but also with the texts of national literature, which is the expression and carrier of historical events, as well as the views, values, character of the people and social status of people of different historical periods *(Serhiienko, 2015).*

2. Factors of national conceptosphere development

One of the most important factors in the development of the national conceptosphere is geographical one. The perception of the world, life experience, ideology, religion, traditions, customs, views of the people largely depends on the place where a certain ethnic community is located, which, in turn, influences the national consciousness and the vocabulary of the language *(Serhiienko, 2015).*

American linguist B. Whorf emphasizes that "speakers of different languages perceive facts and phenomena differently, because they are expressed and formulated differently in their languages" *(Whorf, 1944:34)*. In this regard, concepts contain "a wide set of mental formations that encode culturally significant meanings in a wide variety of combinations – from sensory and visual structures to a rational reflection of the surrounding world" *(Alefirenko, 2002:7).*

Conceptual values can be considered the inner primary basis of existence, namely the collective subconscious that regulates human life and activity constantly *(Prykhodko, 2008:150).*

According to L. Humilov's theory of ethnogenesis, the specificity of the categorization of the ethnic experience of English speakers caused a structural and typological restructuring of all language systems. Ethnic experience includes processes related to the formation of ethnocultural tradition, which regulate the relationship of ethnosystems with the environment. As the main form of categorization of cultural experience in each epoch of ethnogenesis, the conceptosphere of the ethno-cultural dominant is distinguised *(Yesypenko, 2010:40).*

Language and worldview are closely connected with each other and can be considered a mentality in its entirety. The path of formation of mentality mostly corresponds to the path of formation of national language. The inseparability of mentality and language lies in the fact that mentality is a set of ideas and explanatory models (that is, the method of constructing cause-and-effect relationships between phenomena, which exists in the culture), and also in the fact that the conceptual system of ethnos develops together with the conceptual system of language, which this ethnic group speaks and writes with *(Golovanivskaya, 2009:55).*

The national conceptosphere is a set of categorized, standardized, processed concepts in the consciousness of the ethnic group. Concepts are presented in the form of lexemes, but lexemes give only a partial representation of concepts, that is, the sum of linguistic means is not a complete picture of concepts. Therefore, lexical synonymy is needed, as well as texts that enable the full disclosure of the content of the concept and, ultimately, their representation in the linguistic picture of the world *(Serhiienko, 2015).*

The conceptosphere of the people is much wider than the semantic sphere, which is reflected in the form of the meanings of the language words. The conceptosphere expands with the enrichment of historical experience, culture of the nation, its art, science, literature, etc. There is an opinion that, just as in culture, in the language of each nation there is something which is generally accepted (universal) and nationally specific. At the same time, any culture has such cultural values that are inherent only to it and are fixed in language, moral principles, patterns of behavior *(Lihachev, 1993).*

In general, the national conceptosphere contains a set of individual, group, class, national and universal concepts. Universal concepts include such concepts as FAMILY, MOTHER, FRIENDSHIP, FREEDOM, LOVE, BELIEF, etc., on the basis of which national and cultural values are formed. Thanks to the existence of common concepts, mutual understanding between peoples is possible. At the same time, each nation has a separate worldview and its own cultural values, and each culture forms its own stereotypes of behavior and consciousness, which are based on its own worldview *(Levishchenko, 2009)*.

The national conceptosphere is related to the level of sociologization of the personality. It is about the position and social status of a person in society. Using the example of the English nation, V. Karasyk emphasized that representatives of different social groups (bankers or workers) use the same vocabulary, their conceptospheres overlap, but there are also individual notions that are expressed verbally and are inherent only to the individual conceptosphere of a separate representative of a social microgroup and are not inherent to another one *(Karasik, 2002:118)*.

3. Concepts and national character

If we consider the British national conceptosphere, we can conclude that it has been formed over many centuries. The main concepts of the British linguistic picture of the world are correlated with the features of the national character of the British. This phenomenon is regular, since language behavior, as a rule, depends on the frequency of concepts that are articulated by representatives of different population groups and are gradually included into the vocabulary of each native speaker. Scientist E. Nekliudova names rationality, restraint, pragmatism and individualism among the typical features of the British linguistic picture of the world. Reproducing the British national character, the author emphasizes the devotion to traditions, law-abidingness, religiosity, common sense, a sense of personal freedom, generosity and a tendency to puritanism *(Neklyudova, 2016)*.

Scientist R. Bohachov substantiates a different approach and distinguishishes the following concepts that form the English language picture of the world: HOME, FREEDOM, PRIVACY, COMMON SENSE. Another choice of concepts by the author can be explained by another interpretation of them, namely as universal symbolic mental images, which reflect the ideas of the carriers of a separate ethnoculture in a generalized form *(Bogachev, 2007)*.

One of the sources that provide objective information about the national character, worldview or specifics of speech of a particular nation is the set of stereotypes associated with this nation. B. Shapar defines the ethnic stereotype as relatively stable ideas about the moral, mental and physical qualities, which are typical for representatives of different ethnic communities. Their content usually contains evaluative opinions about these qualities, but there may also be instructions for action in relation to people of a certain nationality *(Shapar, 2007:506)*.

S. Ter-Minasova defines the most widespread sources of stereotypes: 1) international anecdotes and various jokes; 2) national literature (classical and fiction); 3) folklore and oral folk art; 4) the national language *(Ter-Minasova, 2000)*. It is worth noting that the peoples who constitute the population of the United Kingdom demonstrate in behavior and character all those qualities, that are mentioned in similar sources, quite clearly.

One of the earliest and most thorough investigations of the national character of the English, which was based on the materials of the "People" tabloid, was carried out by J. Gorer in 1955. Despite the fact that it is more than six decades old, it is still relevant today, because the national character is quite stable and does not lend itself to rapid changes *(Gorer, 1955)*.

Thus, J. Gorer came to the conclusion that the English national character is based on the following features: freedom-loving, rejection of external control, restraint and delicacy, appreciation of education, recognition of the important role of marriage and family *(Gorer, 1955:287)*. The English show qualities that correspond to a strong character, as they are usually hardened, strong-willed, sometimes belligerent people with a sense of self-worth and little desire to let strangers into their lives. This restraint of the English nation can be explained by such historical and economic circumstances as the legal foundations of individual freedom, the absence of slavery, and the increase in the level of well-being of the population that existed in the XIX century. These points were accordingly reflected in speech *(Gorer, 1955)*.

In addition, it was during this period (XVIII–XIX centuries) that modern lexical composition related to the description of emotions and cognitive states, as well as social terms, was formed in many European countries. In this context, A. Doza emphasizes that "classical language enriched its vocabulary for better feelings expression of and did it quite successfully – refined society, salons, academies, a taste for analysis, a desire for order in society and the state of mind. The XIX century continued the enrichment of the language basing on a more rational and scientific orientation" *(Doza, 1956:207)*.

English people usually talk about themselves as quiet, reserved people who are dominated by common sense and who are not inclined to make rash decisions. At the same time, the Scots, Welsh and Northern Irish, as descendants of the Celts, present themselves as the complete opposite, namely as romantic, impulsive and energetic. At the same time, the English, in their opinion, are cold and arrogant. All British people believe that they are endowed with a special subtle sense of humor, which consists of an ironic tone, wordplay, etc. In addition, they immerse themselves in work quickly, although they are sometimes lazy and even able to rely on circumstances. However, it is obvious that all these and other stereotypes cannot describe the British as a single nation or its individual components completely truthful due to the subjectivity of separate views *(Dresser, 1989)*.

Since the beginning of the formation of Great Britain as a country (1070), "typically British" behavior became characteristic for the entire population of the territory. Since then, the notion of "typically British" has been the basis of social stability and regulation of national customs and traditions. However, until the XVIII century, the national character of the British was not unified and homogeneous, as the peoples of the four countries of the island fought among themselves, which led to the fragmentation of the later united state *(Dresser, 1989)*.

4. English conceptosphere development during the Victorian era

A significant time for Great Britain was the Victorian era, which is of interest because of the significant changes and improvements that took place in the country during this period. Reorganization of the political system, discoveries in science, acceleration of the pace of life affected the language in general and the emergence of new dominants in particular *(Levishchenko, 2009)*.

The British have strong associations with this time. So it was during the Victorian era that the boundaries of the empire expanded substantially, which had a significant impact on the national self-esteem of the English. They showed superiority and sometimes even contempt for other peoples and were not disposed to accept their cultures and customs. The British national consciousness was full of superiority over everything foreign *(Levishchenko, 2009)*.

Along with the technological progress, the growth of the national economy, an increase in territory and a rise in the level of national consciousness, new concepts were formed that set the Victorian era apart from others. Researchers emphasize such qualities of the Victorian mentality as: religiosity; faith in progress, which bordered with the awareness of the "great imperfections of one's own society", which was typical for people of that period; the conviction that "they are caught up in the flow of social changes", that the whole world is like a fast train moving forward *(Harrison, 1974:13)*. Such concepts as FAMILY, HOME, EMPIRE were leading for the conceposphere of the Victorian era *(Hibbert, 2001:160)*.

In general, the Victorian conceptosphere is concentrated in two dimensions, which are the values of living and the values of being, i.e. material and spiritual concepts that find expression in the national mentality, lifestyle and in the entire era. Mass urbanization, which began precisely in the Victorian period, significantly affected the character of behavior, outlook, speech and lifestyle of the British in general. Qualitative changes also took place in the society itself: it became the first industrial and urbanized society on the territory of that time. The main role was assigned to a new social group, the middle class, "real Victorians". Thanks to them, new traditions and customs arose *(Levishchenko, 2009)*.

The urban lifestyle prevailed in the Victorian era. Urban space reformatted the specifics of human communication, the world of its values, comparing to rural culture. While in rural culture a person inherited a lifestyle, repeated stereotypes of behavior, in order to live in the city, he or she needed to form a new strategy of behavior in order to achieve success. In this regard the city in the Victorian era was associated with new life and new opportunities, and therefore was a distant goal for people, albeit an achievable one. In London, jobs were created for representatives of new mass professions, such as engineers, lawyers, accountants and others *(Markov, 1997:104)*.

Great Britain received many social advantages in the "golden age" (end of the XIX century), when almost any agricultural land increased profits quickly, because the active use of the railway reduced the transportation costs, and foreign competition in this area was insignificant. It was then that the "great Victorian boom" took place, when every British citizen earned and spent a lot, and the country was in a state of economic boom like never before *(Parker, Reid, 1972:262)*. Further, in the first decade of the XX century, significant changes occurred, social stratification was more pronounced, and the influence of the old aristocracy of landowners increased noticeably *(Parker, Reid, 1972:270)*.

Around this time, such a concept as "Englishness", or English national identity, arose. It appeared precisely in the period when new traditions, a new educational system, and new standards of the English language were emerging. Rejection of everything foreign and alien, elevation of one's own, national became the basis of the English spirit. The English considered their own culture as the only correct one, and any approach to foreign cultures was considered an irreparable deviation from the norm.

Features of the phenomenon of "Englishness" are manifested in the image of both Queen Victoria herself, who became an example of a true Lady, and in the image of a Gentleman, who is present in almost any work of art. During this period, the prerequisites for the formation of the behavioral morality and speech ethos of the representatives of the Victorian era were formed. They were based on leading cultural values in world perception, thinking, language and behavior *(Levishchenko, 2009)*.

The dominance of England among the state-forming parts of the island in the political and economic sphere at the end of the XIX and the beginning of the XX centuries, the significant influence of the royal family, especially Queen Victoria, on the social sphere of other nations

of Great Britain – all this laid the foundation for understanding of the English national self-consciousness of those times as all-British. As a result, the identification of English and British mentality, as well as English and British national self-consciousness, arose.

Today, even the concept of "Englishness" has regional and social differentiation. The division of England into the southern and northern regions, which are the main ones, raises the issue of dividing people into the working, middle and upper classes, that is, into the rich and the poor, since the southern region is an economically dynamic area in which both the national government of Great Britain and its financial center are concentrated, and the northern region is mainly a highly industrial area. Populations in other parts of Britain often express dissatisfaction with the fact that the core of the country's economic, political, and banking systems are located in England *(Langlands, 1999)*.

However, despite the certain "fragmentation" of Great Britain, there are often calls for the unity of Britain and all its parts, in particular, when it comes to the characterization of the British as some "island race", proud and freedom-loving *(McCrone, 1997)*. English pride, according to the British themselves, sometimes has a very fine line with self-conceit and arrogance. And they, in their own opinion, have the full right to it. The British speak about themselves as follows: "Perhaps it is because of our English pride, but we are inclined to think that we have produced more great and famous men than any other nation. Maybe it is, maybe not. However, how many famous Dutch people can you name? What about Belgians, Portuguese or Hungarians?" *(Paxman, 2013)*.

The fighting spirit of this nation is something the British are very proud of. It has been inherent to them all the time during which they are aware of themselves as a single people, that is, about the last 1500 years *(Paxman, 2013)*. Serious conquests and colonies made it possible for the British to realize their own nobility and superiority. All this crystallized over the centuries the English character, an individual conceptual picture of the world in their minds.

5. Conclusion

Therefore, the picture of the world of any nation is unique and is reflected in the objects of its spiritual heritage, in particular, in fiction. Political, economic, cultural events and shifts in the history of the British nation at the turn of the XIX and XX centuries led to the formation of the modern conceptosphere of the people. The Victorian era, like no other period in the life of Great Britain, gave new meanings to many culturally marked signs embodying the material and immaterial culture of the Victorians. Each concept represents the cultural ethnosystem within which it was formed.

Linguistic representation of concepts is manifested in works of fiction, which is the main material for studying the specifics of the embodiment of the concept in the word. It follows that the British linguistic picture of the world not only fully reflects any social or cultural changes in society, but also successfully generates them.

The prospects for further research on this issue consist in a detailed analysis of the individual concepts in modern English conceptual picture of the world, in particular, the concept "lifestyle".

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ONTOLOGICAL FEATURES OF ENGLISH MAGICAL DISCOURSE

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Summary
The given research is carried out within the framework of modern discourse analysis. The aim of the work is to highlight the ontological features of the English magical discourse. The material of the study was specialized websites presented on the Internet. The work uses such research methods as descriptive and contextual-interpretative. Magic discourse is a part of occult discourse which can be considered in three aspects: ontological, epistemological, and axiological. There are numerous web pages dedicated to various theoretical and applied aspects of magic on the Internet. The target audience is both professionals engaged in magic, and the general public of readers who, with the help of the instructions, can perform a certain ritual, cast a spell, etc. on their own. They are divided into thematic blocks, for example, *witchcraft, crystals, divination, tarot*, which mostly have a manipulative nature and are built according to the principle of typical instructional texts on the Internet using lexical units with positive connotations: *best, peace, love, joy, great*. Spells presented on the site are built on different stylistic devices that create the necessary atmosphere.
Keywords: communication, creolized text, discourse analysis, semiotics, occultism.

1. Introduction

Since ancient times, mankind has been trying to understand the meaning of the surrounding world. This applies to both nature, products of human activity, and words, facial expressions, gestures. However, the most mysterious phenomenon, which eminent philosophers, psychologists and linguists have tried to unravel for thousands of years, is human consciousness. It is undeniable that magic, like religion, is a product of human consciousness. Human intellectual activity has always been distinguished by creativity, with its help the most elusive and incomprehensible phenomena found their explanation. Thus, people were led to a very detailed conceptualization followed by verbalization of thoughts, with the help of which they tried to describe their so-called "sixth sense" – feelings, intuition, premonitions, fears associated with insufficient knowledge about themselves and the surrounding world. People replaced them with the fiction of magic and charms, which supposedly can be used to explain poorly understood processes and phenomena *(Goncharova, 2012: 167)*.

The given research is carried out within the framework of modern discourse analysis, the relevant tasks of which are the study of social, textual and psychological contextualization of discourse, its samples and genres with a certain set of variables (social norms, roles, statuses of communicators, their conventions, strategies, indicators of interactivity and effectiveness of communication); study of the regularities of communicators' achievement of communicative cooperation or the factors causing communicative conflict, ways of implementing communicative rivalry; description of institutional forms and types of discourses, etc. The key problems of discourse analysis remain the structure and stratification of discourse, establishing

its features, units, categories, and types; elucidating ways of organizing various discursive invariants, developing methods and procedures for analyzing and describing discourses, etc. *(Selivanova, 2008: 626-627).*

Magical discourse is anthropocentric in its nature: it is realized by humans and at the same time directed at them *(Malinovskiy, 1996: 515)*, which emphasizes the relevance of the proposed study.

The aim of the work is to highlight the ontological features of the English magical discourse. The material of the study was specialized websites presented on the Internet. The work uses such research methods as descriptive and contextual-interpretative.

2. Theoretical premises of the investigation

In modern humanitarian studies, discourse is both an object and a method of analysis that combines sociocultural, cognitive, and pragmatic approaches to all types of language use. It appears as a kind of diagnostic tool both in relation to language (as it shows the possibility of specialization of linguistic means in a certain area in relation to a complex of parameters), and to society, to various manifestations of socio-cultural states of society, as well as to its mental attitudes and types of social consciousness *(Novozhenova , 2016).*

By the term "discourse" we understand the communication of people from the positions of their belonging to one or another social group or in relation to one or another typical speech situation *(Martyniuk, 2011).* Numerous studies focus their attention on the following types of discursive activity of a person as a member of society: political, administrative, legal, military, pedagogical, religious, mystical, medical, business, advertising, sports, scientific, stage and mass-information types of institutional discourse. It should be noted that institutional discourse is historically changeable: when a social institution disappears as a special cultural system and, accordingly, the discourse characteristic of the disappearing institution dissolves into close, adjacent types of discourse as a holistic type of communication *(Karasik, 2016: 21).*

In the modern communicative space, formed by the communicative connections of people, groups, various institutions, the interaction of various types of discourse, most of human communication takes place with the help of electronic communication. This type of communication consists of three participants: the user, the computer, the Internet (or any virtual network), which are connected by virtual discourse or Internet discourse *(Zagoruyko, 2012).*

The main functions of Internet discourse, in which its pragmatic potential lies, can be reduced to the following: informative, communicative, representative, attractive, persuasive, suggestive, manipulative. In oral communication, along with linguistic means of communication, non-verbal means of communication are also used. Since Internet communication is more often carried out in written (printed) form, various signs (italics, font, frame highlighting, etc.) are most often used in Internet discourse. Recently, there has been a rapid movement from exclusively printed texts to texts that include video and audio elements. We can also talk about textual insertions that exist due to the development of creolized texts. They include actual literal, visual and visual-auditory components. Creolized texts have additions of three types: pictures, audio and video inserts *(Rusanov, 2016).*

3. English magical discourse as part of occult discourse

Today, discourse is the subject of many branches of scientific knowledge: philosophical, psychological, linguistic, cultural, etc., which refers to the relevant interdisciplinary studies. In this work, we use the term "magical discourse" as a variant of "occult discourse." We use the latter to denote the general direction of discourse studies, which deals with the peculiarities of communication in various mystical practices, magic, astrology, etc., that is, all directions of institutional activity that go beyond science and official religion. Let's turn to the dictionary definitions of the corresponding nominations in modern lexicographic sources of the English language:

"*Occult sciences – those sciences of the Middle Ages which related to the supposed action or influence of occult qualities, or supernatural powers, such as alchemy, magic, necromancy, and astrology*" (Merriam Webster Online Dictionary); "*Occult sciences alchemy, astrology, magic, etc*" (The free dictionary).

As we can see, they fix a certain structural composition of occult sciences. So, we conclude that the occult discourse contains such basic genres as *astrological, magical*, and *alchemical*.

The specified discursive formations, with all their diversity and differences, can be united by such type of mental attitude as irrationality. Irrational consciousness and world view presupposes the existence of spheres and concepts inaccessible to the mind and comprehended only through intuition, feeling, instinct, revelation, faith, insight. It strives to exclude the rational, logical reality from the process of understanding and explaining many events and facts of the surrounding world; it is dominated by the desire for an intuitive, religious, mystical way of understanding reality. "Irrational is something that cannot be grasped by conceptual thinking... Irrationality is an appeal to non-logical methods of thinking" *(Surkov, 2012: 152)*.

The presented paper proposes consideration of occult discourse in three aspects: ontological (what is occult discourse: genre, lexical, stylistic, and pragmatic features of occult discourse), epistemological (what society knows about occult discourse: hyperconcept OCCULTISM and its component concepts ALCHEMY, ASTROLOGY, MAGIC) and axiological (what is the attitude of the society to occult discourse and what value orientations are actualized in it: evaluative characteristics of occultism in English speech). In our opinion, such a multifaceted analysis of language and speech manifestations of the phenomenon of occultism will contribute to a comprehensive elucidation of its own characteristics and its perception by the English-speaking society.

4. Lingual and structural peculiarities of English magical discourse

Magic is the ability of people to forcibly change reality in the necessary direction with the help of thought and will. But in itself the thought of desired events is worth little in our physical world, as the authors of the Book of Magic point out. Only when our desires are supported by real action, their implementation becomes possible. Therefore, in everyday life, in order to have any things, profit, it is necessary to do certain actions (Book of magic).

Phenomena related to magic include forms of mysticism, medicine, paganism, sorcery, shamanism, voodoo, and various superstitions. Sometimes magic is divided into "high" magic of the intellectual elite, bordering on science, and "low" magic of common folk practices. A distinction is also made between "black" magic, which is used for evil purposes, and "white" magic, which is allegedly used for good purposes. Although these boundaries are often blurred,

magical practices have a sense of "otherness" due to the supernatural power believed to be transmitted through the practitioner, who is a marginalized or stigmatized figure in some societies and central in others (Magic).

Magical discourse is distinguished on the basis of system-forming features: its goals and participants. Communication takes place within the given framework of status-role relations. The purpose of magical discourse is to implement the basic strategies of warning, correction, and protection. The participants are: the client is a person who asks for help and the agent is a carrier of secret knowledge, an intermediary who communicates between the client and supernatural forces. The fundamental inequality of communication participants is specifically demonstrated by the appearance of the agent, his behavior, the presence of symbolic attributes of the magical process, and the specific way of pronouncing magical texts *(Goncharova, 2012: 168)*.

Magical discourse implements a protective function related to exorcism and cleansing magic, and is aimed at neutralizing household phobias (fear of illness, failure, mystical negative influence of others on the fate of a person) with the help of magical semiotics (charms, amulets, talismans, tools, etc.); magical verbiage (texts – incantations, spells, omens, etc., describing the mechanism of human influence on the surrounding world in order to protect against its negative influence); mystical artifacts (dummies, wax figure, bell, candle, magic recipe, brew, broth, needle, thread, filter, potion, jar, moly, wand, wand, magic ring, magic mirror), which are attributed suggestive power within the protective magical ritual.

In the modern Internet space, there are numerous web pages dedicated to various theoretical and applied aspects of magic. The target audience is both professionals engaged in magic, and the general public of readers who, with the help of the "instructions", can perform a certain ritual, cast a spell, etc. on their own. Let's consider the structural and linguistic features of these web pages using the *Welldivined* site as an example. The website is divided into four thematic blocks: *witchcraft, crystals, divination, tarot*.

Each of these blocks, in turn, is also divided into parts, for example:
1. *Witchcraft For Beginners*
2. *The Sabbats*
3. *Spells*
4. *Candle Magic*
5. *Magical Herbs*
6. *Magic Symbols & Sigils*

The preface notes that in today's world, witchcraft begins differently for everyone. Immersion in this magical craft can be motivated by anything related to it – love of nature, animals, yoga, wisdom and much more. It doesn't matter where anyone came from or how they started. A person is free to practice different styles of sorcery, depending on what they like:

"*This guide will help you understand the basics of witchcraft and give you some fundamental information that you can always come back to when you're feeling like advancing your understanding of your craft*" (Welldivened).

It should be noted that this guide to the world of sorcery is quite manipulative in nature and is built on the principle of typical instructional texts on the Internet. It offers five easy steps for those new to magic:

"*So if you're brand new to this, a great starting place is to take the following 5 steps into your mind and dwell on them often*" (Welldivened).

At the same time, it is emphasized in every possible way that a person will be able to find inner harmony by engaging in various practices, emphasizing the positive aspect of this activity:

"*Being a witch is about being your best self no matter what path you choose to advance with. There is no wrong or right path, but rather a path where you find peace, love, and joy, or otherwise*" (Welldivened).

As you can see, the above descriptions are dominated by vocabulary with a positive connotation: *best, peace, love, joy, great*.

In the section devoted to the magical function of crystals, the positive influence of this magical attribute is also emphasized in every way:

"*Crystals are a fantastic way to manifest our spiritual desires into the physical world. When we infuse them with our desires, hopes, dreams and intentions, they become a powerful symbol of that intention to improve our lives and selves. If you're new to crystals, this guide will help you find the information you need to know to get started using crystals. If you have like a hundred crystals already, but you need some new information and insight, this guide will help you expand your knowledge and understanding. Enjoy!*" (Welldived).

Let's consider the linguistic features of the English spells presented on this resource. They are also structured by subject:

1. Protection Spells
2. Love Spells
3. Healing Spells
4. Money Spells
5. Banishing Spells
6. Full Moon Spells
7. New Moon Spells
8. Binding Spells

It is also noted that protection from negative energies, harmful spirits that want to harm us, is vital to the magical craft. You can protect yourself spiritually, emotionally, and physically with spells that target the negative thoughts, feelings, and intentions of others. In one of the examples, not only the spell itself is given, but also the magical attributes that are necessary for it:

What You'll Need
1. Coarse sea salt
2. Five tea lights
3. One black taper candle
4. One taper candle holder

Below is a step-by-step detailed instruction on what to do with these attributes and the actual spell text:

"*Banish the harmful and all the bad, Keep out the anger and the sad. Ancestors, Angels, and Spirit Guides, Guard me through my daily strides. Against all ill thoughts, hex, and curse, A protective shield shall disperse. As I do will it, so mote it be!*" (Welldived).

The spell is built on the stylistic devices of assonance and parallel constructions that create the rhythm of the utterance. The use of the ritual archaic phrase *so mote it be* gives the spell a mystical coloring and creates the necessary atmosphere.

It should also be noted that the analyzed website is a creolized type of discourse, as it contains photos and video materials that illustrate or duplicate textual information (for example, there is a video instruction of the ritual analyzed above).

5. Conclusions

In this study, "magical discourse" is considered as a variety of "occult discourse". The latter denotes the general direction of discourse studies, which investigates the peculiarities of communication in various mystical practices, magic, astrology, etc., that is, all directions of institutional activity that go beyond science and official religion. Magical discourse is considered by us from the standpoint of ontological characteristics within the Internet discourse as a whole. The main functions of Internet discourse, in which its pragmatic potential lies, can be reduced to the following: informative, communicative, representative, attractive, persuasive, suggestive, manipulative. Recently, there has been a rapid movement from exclusively printed texts to texts that include video and audio elements. In the modern Internet space, there are numerous web pages dedicated to various theoretical and applied aspects of magic. The target audience is both professionals engaged in magic, and the general public of readers who, with the help of the "instructions", can perform a certain ritual, cast a spell, etc. on their own. They are divided into thematic blocks, for example, *witchcraft, crystals, divination, tarot*, which mostly have a manipulative nature and are built according to the principle of typical instructional texts on the Internet using lexical units with positive connotations: *best, peace, love, joy, great*. Spells presented on the site are built on the stylistic devices of assonance and parallel constructions that create a rhythm of speech. The usage of the ritual archaic phrase *so mote it be* gives the spell a mystical color and creates the necessary atmosphere.

We see the prospect of further research in the study of lexical and stylistic features of various genres of English magical discourse.

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PHRASEOLOGICAL UNITS WITH THE ORNITHONYM COMPONENT: A COMPARATIVE ANALYSIS

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Summary

The research paper is devoted to the study and comparative analysis of the English and Ukrainian phraseological units with the ornithonym component, revealing their linguistic, cultural and pragmatic peculiarities. The empiric material of the research includes English and Ukrainian phraseological units selected by continuous sampling from phraseological, explanatory, and bilingual dictionaries. The sample size is 601 phraseological units. Analyzing Ukrainian and English phraseological units with an ornithonym component, it can be seen that the names of birds are more often used to denote positive concepts. In both linguistic cultures, the imagery of the stork, chicken, and cock components completely coincide. Most phraseological units were formed on the basis of objective observations of domestic and wild birds. However, extralinguistic factors such as fairy tales, holidays, geography, and gastronomic traditions were singled out. The research material can be used in further research on comparative, contrastive phraseology of English, Ukrainian and other languages.

Keywords: phraseology, idiom, zoonym component, birds, linguistic and cultural peculiarities.

1. Introduction

English has accumulated lots of bright expressions throughout its history, its phraseology is its treasury. Phraseological units reflect the history and culture of a nation representing a significant, widely used layer of vocabulary. Phraseological units with the names of animals are of particular interest. They are widely used as a characteristic of man and possess high connotative potential. Phraseological units with a zoomorphic component constitute a significant part of the dictionary stock of absolutely any language *(Varlamova, Rakhimova & Shingareva, 2017)*. Therefore, the significant role of animals is expressed in a language and a culture.

Phraseology has repeatedly become the research object. Ye.K. Butochkina and Ya.V. Hryhoshkina have researched English and Ukrainian zoomorphic phraseological units *(Butochkina & Hryhoshkina, 2017)*. Dubravska analyzed zoonyms as separate lexical units and as components of fixed expressions in the English language considering their semantics, functions and translation into Ukrainian *(Dubravska, 2018)*. Salata I.A. have researched peculiarities of the semantic and pragmatic aspects of zoomorphic phraseology in English and Ukrainian *(Salata, 2010)*. We have analyzed semantics and structure of phraseological units with an ornithonym component in the lexical system of the English language *(Tymoshchuk, 2019)*. According to Dubravska, zoonyms are characterized by a high degree of prevalence and are actively used in various languages to strengthen the figurative characteristics of a person, a situation, quite fully and conceptually present various spheres of the material and spiritual life

of the people. They represent a personal life experience, his /her behavior, his /her inherent qualities creating a general image, they indicate such character traits as courage, diligence, strength, weakness, and hypocrisy *(Dubravska, 2018: 51)*.

The research focuses on determining the role of phraseological units with the ornithonym component, their linguistic cultural and stylistic features, comparative analysis of Ukrainian and English phraseological units with the ornithonym component. The studies of phraseological units can contribute to a higher level of cross-cultural awareness.

2. Definitions and Characteristic of Phraseological Units

Today, linguists use a variety of terms to denote the concept of phraseology, such as phraseological unit, phraseologism, idiomatic phrase, multi-word expression (in computational linguistics), or idiom. As a rule, the concepts of "phraseological unit" and "phraseologism" are identical. Smirnitskiy separates phraseological units as stylistically neutral phrases that do not have metaphoricity and idioms that are based on metaphoricity *(Smirnitskiy, 1956)*.

Amosova distinguishes phrasemes and idioms. In her opinion, idioms are characterized by a holistic meaning, while phrasemes are units of a constant context *(Amosova, 1963)*. Vinogradov claims that a phraseological unit is a combination of words which are semantically integral in the sense that the meaning of the whole is not deducible from the meanings of the constituent elements. *(Vinogradov, 1977)*. According to Kunin, phraseological units are "stable combinations of words with complicated semantics that are not formed according to structural-semantic models of variable word combinations" *(Kunin, 1966)*.

The terms idiom and phraseological unit are widely used in English and American linguistics. According to Oxford Learner's Dictionary of Academic English, idiom is a group of words whose meaning is different from the meanings of the individual words. Webster defines idiom as an expression in the usage of a language that is peculiar to itself either in having a meaning that cannot be derived from the conjoined meanings of its elements or in its grammatically atypical use of words.

Taking into account the works of outstanding linguists, we can conclude that phraseological units are stable combinations of words characterized by imagery, metaphoricity, and lexical-grammatical inseparability. They include idioms, proverbs, sayings, aphorisms, catchphrases, and permanent expressions of a terminological nature.

3. Phraseological Units with the Zoonym Component

Our ancestors lived in complete harmony with the outside world and considered themselves an inseparable part of nature. They chose animals, making them symbols of clans and tribes, i.e., totems. The animal became sacred, and it could not be killed or eaten. Totemism was widespread among all peoples, and its remnants have been preserved in religion *(Sakaeva, 2008)*. Over the years, different peoples and cultures have formed their own stereotypes and ideas about representatives of the fauna. Table 1 contains some zoonyms and certain associations with human character traits that are traditionally attached to them.

The names of domestic and wild animals and birds are used in English and Ukrainian phraseological units, i.e., cat, calf, cow, dog, donkey, fox, goat, hare, horse, lamb, leopard, lion, monkey, mule, ox, pig, swine, rat, sheep, squirrel, tiger, wolf and birds: chicken, cock, coot,

Table 1

Zoonyms and human characteristics relation

Zoonym	Human characteristics	Phraseological unit
bee	hardworking, thoroughness	as busy as a bee
pig	the manner of eating greedily, sloppiness, laziness, bad taste, clumsiness	to wrestle with a pig
monkey	noisy, making faces, teasing, excessive curiosity, talkativeness	monkey see – monkey do
lion	pride, leadership	lion share, to fight like a lion
fox	cunning, flattery	sly as a fox
fish	silence, inertness	a cold fish
dog	rudeness, anger, obedience, loyalty	to lead a dog`s life

crow, dotterel, dove, duck, eagle, goose, hawk, hen, lark, magpie, nightingale, parrot, peacock, pigeon, swan, and vulture.

Scholars have analyzed frequency of zoonym components use *(Belova, Arkhipova, Gavrikova, Mineeva, Nikolskaya, & Zhernovaya, 2021)*. The results of their study are presented in Figure 1.
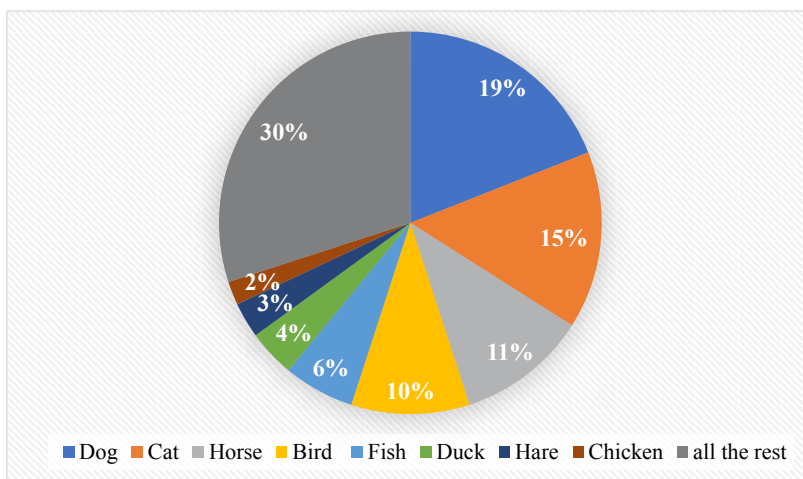
Figure 1. Frequency of Zoonym Components Use

4. Phraseological Units with the Ornithonym Component

Phraseological units containing ornithonym component represent a rather large lexical group. The empiric material of the research includes English and Ukrainian phraseological units selected by continuous sampling from phraseological, explanatory and bilingual dictionaries. The sample size is 601 phraseological units. Table 2 contains quantitative analysis of the phraseological units with the ornithonym component.

Phraseological units with an ornithonym and zoonym component contribute to the expression of feelings, reactions, and emotional life forming and marking a valuable picture of the world and evaluating objects from the ethical and aesthetic norms of this language group. The language registers and establishes the qualities as inherent in the denotation, which allows

Table 2

Phraseological Units with the Ornithonym Component

Component	Number of English phraseological units	Number of Ukrainian phraseological units	Total
Goose; гуска	77	44	121
Hen; курка	49	36	85
Cock; півень	42	28	70
Crow; ворона, гава	34	26	60
Chicken; курча	30	24	54
Duck; качка	23	18	41
Pigeon; голуб	19	18	37
Hawk; яструб, сокіл	15	12	27
Owl; сова	15	10	25
Lark; жайворонок	14	12	26
Turkey; індик	12	3	15
Sparrow; горобець	12	8	20
Stork; лелека	6	5	11
Swan; лебідь	5	4	9
Total	353	248	601

you to regularly use the name of the object as a standard of certain qualities. For example, the English phraseological units *"a crow is never the whiter for washing"*, "*crow is never the whiter for washing herself often*", "*crow went on a trip abroad and returned only as black*" objectify the conceptual sign "*the crow is black"*. The connotative meaning of the given phraseological units has a negative character, and the conceptual feature is considered as an unchanging and constantly powerful object *(Tymoshchuk, 2019)*.

It is well known that the mind appears as an image of respect or contempt. The negative evaluation of the subject or object is conveyed by such phraseological units as *"a bird-brain"*, *"the brain of a pigeon"*, *"курячі мізки"*, *"курячий розум",* they make fun of human intellectual abilities. Below we demonstrate examples of the use of some phraseological units with ornithonyms in sentences.

На грудях вишиванка, а в голові – **курячий розум** *(Yakovyshyn).*

На п'ятому році війни можна було додуматися своїми **курячими мізками** *до того, що представник країни на "Євробаченні" не може їздити з концертами в Росію, мати відносини з країною-окупантом (Mozghova).*

You're such **a bird-brain**. *I can't believe you got stranded on the highway because you didn't put enough gas in your car! (Farlex Dictionary of Idioms, 2015)*

Idioms are used to express condemnation and disapproval of actions in the given examples of Ukrainian and English sentences.

Lots of phraseological units with ornithonyms characterize unsuccessful and poorly performed work or action, i.e., *"to count one's chicken before they are hatched"* – "*курчат по осені рахують"*; *"the chicken come home to roost"* – *"нашим салом по нашій шкурі"*; *"як курка лапою"* – *"is like chicken scratch".*

The turkey usually symbolizes pride and arrogance, which is seen in both languages. For example, "*to strut like a turkey cock"; "as proud as a turkey-cock", "puffed up as a turkey-cock", "to swell like a turkey cock"* – *"надутий як індик"; "as red as a turkey-cock".*

Analyzing anthropocentric phraseological units with ornithonyms duck and goose, we found a large number of phraseological units in the English language, on the other hand, their number is much smaller in the Ukrainian language. English phraseological unit "*to kill the goose that lays the golden eggs*" and Ukrainian one *"рубати / різати курку, що несе золоті яйця*" meaning to get rid of something that is profitable to you can be attributed to phraseological units referring to fairy-tale plots. Phraseological units "*ugly duckling*" – *"гидке / бридке каченя"* also refer to fairy-tale plots, they can characterize someone or something that is ugly and not successful when young or new but will later become beautiful or successful.

Ornithonyms stork and swan stand out for their positive images in the anthropocentric phraseology. A positive vision of the bird is characteristic of English and Ukrainian phraseology, where the ornithonym verbalizes the concepts of birth: *"to keep the stork flying", "to keep the stork busy", "a visit from the stork", "журавлика вловити", "піймати / примітити лелеку"*.

5. Conclusions

Different terms are used to denote the concept of phraseological unit in British, American and Ukrainian linguistics. Their interpretations are not always identical, but its features are common in both languages, namely unity of meaning, component relations and grammatical organization. Analyzing phraseological units with an ornithonym component, it can be seen that the names of birds are more often used to denote positive concepts. In both linguistic cultures, the imagery of the stork, chicken, and cock components completely coincide. Most phraseological units were formed on the basis of objective observations of domestic and wild birds. However, extralinguistic factors such as fairy tales, holidays, geography, and gastronomic traditions were singled out.

This material can be used in further research on comparative, contrastive phraseology of English, Ukrainian and other languages.

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INNOVATION, WORK, SOCIETY

THE ROLE OF YOUTH IN YOUTH POLICY AND REALIZATION OF YOUTH WORK IN UKRAINE

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Summary
The article is sanctified to research of role youth in forming of youth politics in Ukraine. Separately, the authors investigate the issue of the implementation of youth work in Ukraine in the conditions of military challenges. It was established that Ukraine is going through difficult times, fighting against Russian aggression and occupation, which is manifested in economic, human, infrastructural, ecological losses for Ukraine. It was determined that modern youth policy manifests itself through the following directions: organizational-social, humanitarian and political, which provides an opportunity to realize the appropriate potential of youth, and modern youth activity provides an opportunity to form a new state policy on a qualitatively different basis. The authors believe that in modern conditions, the discussion and research of the role of youth in youth policy is an important direction in the activities of relevant state and public organizations in the war and post-war period of state development. The need to develop appropriate strategies to maintain a positive and constructive orientation to continue activities for the youth by state and public organizations, despite the various challenges of wartime, has been proven. Special attention is paid to the issue of the ability of young people to respond to modern challenges and needs of the time, because many young people in the conditions of military operations continue to work actively, despite all the difficulties that exist in matters of security, logistics, social security, etc. It is also determined that youth organizations abroad also actively help in the organization of events of a political, humanitarian, and human rights nature, both for refugees and for Ukraine as a whole. Accordingly, we believe that the program actions, projects, volunteer initiatives of today's youth will play an important role in imitating their patriotism, activity, organization, self-sacrifice, motivation for the next generations of Ukrainians and can be used in the formulation of youth work for the following periods.

Keywords: youth organizations, features of youth involvement, legislative support, youth policy strategies, civic position.

1. Introduction

Today, youth play an important role in Ukrainian society and are an integral part of the social system that contributes to the effective development of the nation. This is especially visible against the background of Russian aggression against Ukraine. Modern young people actively protect it at the front, work behind the scenes, in the informational, humanitarian, volunteer areas, because during any transformations, young people are the center of new knowledge, ideas, opportunities, the main customer for a decent future and the main strategic resource of the state and society.

At the same time, responding to modern challenges, young people have managed to repurpose their activities and are useful in new directions, which are necessary for Ukraine's victory over the enemy, especially in matters of national security, the volunteer movement, and critical sectors of the economy that are suffering of a great damage. So, for example, the total amount of direct damage to the economy of Ukraine from the damage and destruction of residential and non-residential buildings and infrastructure is 108.3 billion dollars or 2.9 trillion hryvnias (21), the loss of human resources is more than 5514 cases of death and 7698 cases of injuries (26), more than 8 million people became internal migrants (14). Of particular concern is the fact that the majority of those who have left Ukraine are young, able-bodied people who are the backbone of any country's economy, which is why it is so important to implement a proper youth policy in the context of migration and security challenges to return forcibly displaced people home to the post-war period.

Research methods were used such as: cognitive-analytical, comparative analysis, generalization, systemic approach and sociological. The general result is an understanding of the need for youth policy, namely the integration of youth into the social and political life of the country and the role of youth as an innovator that not only copies the established, but also introduces new content.

2. Forms of youth participation in youth policy formation processes

The most active participation of youth in the processes of youth policy formation is an action-oriented process that involves young people in institutions, initiatives and decisions and gives them control over resources that affect their lives *(World Bank, 1994)*. Youth participation "includes the efforts of young people to organize around issues of their choice, and adults to involve young people in community centers where intergenerational partnerships are implemented" *(Checkoway B., 2011: 340-345)*. This toolkit focuses on participation in policy-making processes through youth associations (often referred as "informal participation"), which are different from traditional avenues of civic participation.

Legally, youth participation is often described as a "cluster" of rights (UN Children's Fund, 2003). The United Nations Convention on the Rights of the Child calls participation:

1) the right of young people to freely express their views (Article 12);
2) freedom to seek, receive and disseminate information (Article 13);
3) freedom of thought, conscience and religion (Article 14);
4) freedom of association and peaceful assembly (Article 15).

Youth policy is "the organized activity of the state, which is carried out in the legislative, administrative and judicial spheres in relation to individuals, youth and youth movements, aimed at creating socio-economic, political, organizational and legal conditions and guarantees for

vital self-awareness, intellectual, moral and physical development of youth and the realization of their creative potential in their own interests and in the interests of Ukraine" (32).

Youth policy is characterized by diversity, which covers various spheres of society's life and is within the competence of the Ministry of Youth and Sports of Ukraine, which determines its relationship to politics, taking into account certain strategies, directions, priorities that are responsible for its implementation. Other ministries do not pay due attention to youth issues. It does not have a clear vision of how the powers and measures of these ministries can be related to national priorities and measures for the implementation of youth policy *(Sofiy O., 2020: 63)*.

The state of scientific development of the role of youth in the formation of youth policy and the implementation of youth work in Ukraine is characterized by the fact that research was mainly conducted in the field of general theoretical problems of such formation and implementation.

The analysis of various aspects of youth policy is carried out in the works of I. Artemenko, V. Bebik, E. Borodin, M. Holovaty, A. Danilov, N. Kozhushko, V. Panasyuk, O. Yaremenko and others.

Considering the fact that the features of the youth movement have great theoretical and practical significance, since it creates conditions for self-development and self-realization of young people and at the same time involves young people in social processes with the aim of progressive progress of society, it seems relevant to investigate all its elements, paying attention to those which until today remained beyond the in-depth interest of scientists.

The rapid development of the socio-economic situation in Ukraine contributes to the necessary development of ways to stabilize social processes, as well as the simultaneous implementation of high-quality management decisions that are responsible for the implementation and embodiment of the intellectual and labor potential of the youth society, and their prospective development is necessarily interconnected with socialization and social and economic integration of youth.

Ensuring the further development of the Ukrainian state in the context of military challenges largely depends on the success of youth, which is characterized by the need to implement an effective youth policy within the state that will meet the existing needs of youth and state interests at the same time.

The formation of youth policy is the prevention of violations of the rights of children and youth, because the marginalization of Ukrainian youth reduces opportunities for professional self-realization and lowers the level of legal culture and law and order in society *(Checkoway, B., 2011: 340-345)*.

Today, the early socialization of youth is actively developing, by involving them in cognitive and work activities at the initial stages of life, increasing the duration of their education, socio-political adaptation, stabilization of family and household status, etc. It should be noted that, not taking into account the impossibility of determining the age limits of young people, the existing society separates them into an independent socio-demographic group.

A public youth policy incarnates interests of the state in relation to this group of population, its look in the future and adequacy of political course, creates necessary terms, guarantees for the social becoming and development of the young generation.

The effectiveness of youth policy in Ukraine in conditions of decentralization largely depends only on the unity and coordination of the actions of the executive power, local self-government and youth representation.

The desire of young people to fully realize their potential will arise only in those cases when there is a guarantee and the creation of favorable conditions for the socialization of the full

development of young people in all spheres of the life of society, otherwise, not implementing this policy or its inadequate implementation contributes to the emergence of significant and large-scale crises in youth environment, which will gradually manifest itself in society as a whole *(Golovatyi M.F., 2003: 49)*.

An existent situation in Ukrainian society needs substantial changes which realization of strategy of political, socio-economic and cultural development of Ukraine will take place by, as a result: gradual introduction of measures of long-term character, which will be able to provide the increase of standard of living of his population and perfection of the state in the future. However for this purpose necessary embodiment of general conditions, by what gradual preparation is to the next step of transformations.

In addition, young people appear a specific socialdemographic group which occupies the special place in the social structure of society and plays a considerable role in to public-political and economic life of the state, that it is related to specific descriptions of this demographic group and possibilities of changes of this category of population in the process of socialization *(Golovatyi M.F., 2003: 107)*.

The war in Ukraine has been going on for more than six months, so not only adults, but also young people, including children, are making efforts to bring victory closer. Children draw and sell pictures, volunteer, help neighbors and townspeople in need, support relatives and friends, help with repair work on damaged housing, monitor the movement of enemy troops, transmit information to the army, support and organize patriotic actions. Older young people protect their homeland at the front and help in the rear, engage in humanitarian, law enforcement and volunteer projects.

During the socialization of youth, the existence of contradictions, which are connected with socio-economic and political transformations of society, is quite a common phenomenon *(Dmytrieva M., 2003: 476)*, however, during wartime, when young people have a common goal, then contradictions disappear and the single goal of defeating the enemy unites young people. We believe that in the post-war period, the subject of restoration of Ukraine will be the unifying idea that will be common to Ukrainian youth.

The socio-psychological component of youth occurs with the motivation of choosing a future profession, which forms an active socio-political position of society, the level of professionalism, material support and well-being in the family *(Karnaukh A., 2005: 66)*.

The young generation is the most creative force that provides support for the modernization of the state and actively participates in the implementation and achievement of the goals stated by the authorities regarding the creation of a new technological society. Youth plays a significant role in the implementation of innovation policy. As they age, this social group, compared to others, is the most receptive to innovation. She is more often ready to take risks in conditions of uncertainty, by the way, this trend, as a model of youth behavior, is followed in many countries of the world. Undoubtedly, the younger generation has advantages compared to other social groups: they adapt more easily to a changing environment, have a high level of mobility, and are active.

The experience of recent decades convincingly proves that sustainable development is demonstrated by those societies that were able to accumulate and ensure the effective use of intellectual resources and innovative potential, the main carrier of which is the young generation.

That is why one of the important tasks of state-building is to ensure the proper conditions for comprehensively revealing the potential of youth, their full participation in all spheres of social life *(Bezzub I., 2021: 15)*.

In order to make youth policy effective, adequate to modern requirements, one that takes into account the peculiarities of the modern state, society and youth, to fill it with new meaning and content is the primary task of the authorities. At the same time, the state has a real opportunity to take a leading position in this field, thereby securing a leading position in global development.

In the conditions of military challenges, young people perform new functions and tasks not inherent to them before. The successful solution of these tasks is impossible without the effective participation of young people. The degree of effectiveness of this participation is determined by how many young people:

• knows, shares, accepts the goals and tasks of state and social development, connects his life prospects with them;

• possesses the necessary physical, personal, educational, professional qualities;

• have the necessary opportunities for active participation in the development of the country.

At the same time, it is necessary to take into account that youth, as a socio-age group, has a number of features:

1) young people distinguish between unformed value, spiritual and ethical guidelines and a lack of life experience, which increases the probability of making a wrong choice when making responsible decisions;

2) youth is characterized by incomplete inclusion in the existing socio-economic relations. At the same time, it is the youth who provide social mobility to the greatest extent and are a source of economic initiative;

3) young people have their own goals and interests, which do not always coincide with the goals and interests of society as a whole;

4) young people perform special social functions (inherit the achieved level of development of society; form an image of the future and carry the function of social reproduction; are the basis of the "new" post-industrial economy, the development of its high-tech industries, as well as science and culture; make up the main part of the personnel of the forces agencies responsible for ensuring law and order and security of the country).

A comprehensive and consistent state youth policy is designed to ensure the high efficiency of the implementation of social functions of youth, which is the most important factor in the sustainable development of society and the successful solution of the tasks facing the state.

On the contrary, the absence or insufficient development of the state youth policy reduces the quality of the implementation of social functions of the youth, in general – leads to inhibition of state and socio-economic development (7).

Youth policy should begin with children, forming appropriate value orientations and competencies that will give them the opportunity to be realized within the borders of Ukraine, form entrepreneurial skills in the young generation to create their own business project, develop financial and information literacy, etc. *(Drapushko R., Gorinov P., Filyk N., 2022: 28-31)*.

In order to raise the level of the public position of youth, a certain level of awareness of youth work centers is necessary, in connection with this, appropriate centers, clubs, and circles for youth are created.

Given the fact that Ukraine is in a state of war, the existing physical threats to young people should be taken into account when exercising their right to education and leisure. So, for example, in 100 days of full-scale war, Russia completely destroyed 180 educational institutions. Another 1,708 were damaged. Kharkiv Oblast suffered the most destruction: 370 institutions were damaged, 52 were destroyed. Hundreds of schools are now shelters for

temporarily displaced people. Whether it will be possible to resume the educational process offline from September is currently unknown (25). Therefore, we can state the need to coordinate the efforts of state institutions, public organizations and youth in the matter of organizing the educational process both in Ukraine and abroad. There are also other challenges of a security and psychological nature that require the help of the state in solving them.

The large-scale war in Ukraine poses many challenges to all Ukrainians, regardless of where they live and what sphere of life their activities belong to. There are new tasks for psychological services that work to support the mental health of children and adults. Previous studies and the bitter experience of other countries affected by armed conflicts show that at least one in five people will have negative mental health consequences, and one in ten will experience these consequences at the level of moderate or severe illness.

"Every day, the number of people who will experience consequences for their mental health will increase. Even those who were able to withstand the first months of the war will suffer mental exhaustion, because getting used to being in a constant war can also have a negative impact on mental health. According to our preliminary forecasts at the moment of the war, about 15 million Ukrainians will need psychological support in the future, of which about 3-4 million will need to be prescribed medication," said Minister of Health Viktor Lyashko, presenting the results of the express audit of services for mental health care provided by state authorities.

Accordingly, we believe that appropriate strategies should be developed to maintain a positive and constructive focus on continuing the activities of state and public organizations for youth, despite the various challenges of wartime. So, we can state that in the future, taking into account the definition of the state youth policy as a priority and specific direction in the state's activities at the legislative level, there is a need for the maximum involvement of young people in the programs of reconstruction of post-war Ukraine. For this, it is necessary to take into account the economic, social, historical, cultural features and development opportunities of Ukraine, taking into account the foreign experience of state support for youth.

3. Peculiarities of youth involvement in youth work

The path to youth participation in policy-making processes consists of three stages *(Shier H., 2010: 24-37)*. The first stage is the opening to work with young people and the introduction of "awareness that participation is desirable" *(Head B., 2011: 541-547)*. The second is the creation of opportunities to work with young people. Opportunities are created by adequately funding efforts and providing adults and youth with skills and knowledge *(Shier H., 2010: 24-37)*. The third stage is to make work with young people mandatory, in other words, it becomes normaly.

Youth work is the constituent of youth policy. At national level by the central organ of executive power which provides forming of youth policy and its realization.

Youth work in combination with an effective public policy in a youth sphere is the mortgage of providing the young people of possibilities to obtain knowledge, skills and approaches, necessary for public activity and social actions. Effective policy of the state in a youth sphere, above all things, directed on providing of support of young people in realization of their personality potential as separate members of society.

An observance of principles of youth work is the mortgage of effective work with young people. In general, the principles of youth work include both general ethical norms of work and specific professional requirements related to youth work.

Among the selected principles, two groups can be conditionally distinguished: first, these are principles based on ethical norms and values; secondly, the principles relating to the specifics of youth work.

Youth work is realized in different places: youth clubs and youth centers; youth organizations operating on a voluntary basis; youth consultative and advisory bodies, informational and propaganda and independent youth projects; youth cafes; youth creative teams; any youth groups etc.

Places for working with young people include both specialized youth institutions (for example, youth centers, residential institutions or camps, youth shelters and places where young people live) and non-specialized institutions (for example, educational institutions, libraries, cafes, parks, on the streets, in shopping centers, in hospital departments, in the field of employment or social service centers, on the Internet, etc.). It can also be various state and non-state organizations, including local self-government bodies, public organizations, churches and even prisons.

In addition to youth centers and youth spaces, many institutions and organizations of various spheres of activity and various departmental subordination work with young people. Work with youth at the community level is provided by institutions of the education system, cultural institutions, institutions of social protection, institutions of the health care system, and rehabilitation institutions.

The integration of efforts of all subjects of youth work: specialists in the youth field, social services, educators, psychologists, families, public associations, authorities and the young person himself realizes the mechanism of collective solution of individual problems and ensuring conditions for the development of a young person.

The ongoing military events left an imprint on the implementation of youth policy in Ukraine. For example, the Department of Youth Policy of the Ministry of Youth and Sports states that as a result of Russia's war against Ukraine, the level of external and internal migration among young people has increased. A significant number of young people cannot adapt to a new place in the status of an IDP, or have lost the opportunity to study professionally or develop in their favorite business, lost their familiar environment and friends. As a result, experts note an increase in the level of unemployment among young people, an increase in the level of stress in young people, and other problems. At the same time, for various objective reasons, youth organizations cannot fully provide the necessary assistance and conduct youth policy at the appropriate level (30). All of the above requires an appropriate response from the state.

The types of youth work depend on possibilities those, who carries out youth work. In countries, where at local level there is the state financing (youth centers, youth clubs, youth spaces, and others like that) youth work is more widely presented. In countries where youth work is mainly carried out by non-governmental organizations, other types of youth work are widespread (for example, programs for the development of soft skills, active participation and political awareness, health and prevention programs, etc.). However, the specifics of youth policy also depend on political and security issues within the country. So, for example, Maryna Popatenko notes that as a result of Russia's armed aggression, about 40% of the youth in Ukraine suffered. Accordingly, with the aim of creating interaction between state and non-governmental organizations and the civilian population, the Ministry of Youth and Sports launched the activity of 23 Cooperation hubs in 18 regions of Ukraine within the framework of the activities of the "Spivdiya" platform.

The mission of the Community of Hubs is to support the civilian population, especially young people, in ensuring their fundamental rights, providing psychological and legal support,

accompaniment and adaptation to life during the war, as well as providing assistance in supporting, becoming, and finding a young person in the new Ukrainian post-war reality (17). Since youth centers are understandable and accessible to young people, they will be able to speed up the process of adaptation and inclusion of young people in new social processes. For this purpose, among the main services provided by Spivdia hubs are:

– humanitarian aid to the population: food, hygiene products, clothes, mattresses, household appliances, etc.;

– psychological support: formation and support at the appropriate level of the psychological state of the civilian population, in particular, young people regarding adaptation in social life during the war and in the post-war period;

– legal support: informing the civilian population, in particular the youth, about rights and responsibilities during the war in Ukraine, consulting on the rights and opportunities of women and men;

– creation of a children's space for the development of informal education among children and youth (Spivdiya children);

- ensuring the work of career consultants for young people who will help young people adapt to new conditions and find work in Ukraine;

– development of the direction of joint entrepreneurship with the aim of supporting young entrepreneurs in Ukraine to restore the economy (17).

Such initiatives are evidence of the youth's activity in solving those issues that are specifically facing the state today.

4. Legislative provision of youth policy in Ukraine

The foundations of youth policy in independent Ukraine were laid with the adoption by the Verkhovna Rada of Ukraine of the Declaration "On the General Principles of State Youth Policy in Ukraine" (December 15, 1992) and the Law of Ukraine "On Promotion of the Social Formation and Development of Youth in Ukraine" (February 5, 1993) (20), which define the general principles of creating conditions for social formation and development of youth, the main directions of implementation of the state youth policy.

In addition to these basic documents, a number of decrees and orders of the President were formed, which regulate certain aspects of the state youth policy, in particular regarding the support of youth public organizations, employment provision, development of youth housing construction, work with gifted youth, etc. *(Sofiy O., 2020: 63)*. In order to implement these laws and decrees, appropriate resolutions and orders of the Cabinet of Ministers of Ukraine, normative legal acts of ministries and departments that had youth issues in their powers, as well as strategies, state and regional target programs for youth were periodically formed.

At the national level, the Strategy for the Development of State Youth Policy for the period until 2030 (Decree of the President of Ukraine No. 94/2021 of March 12, 2021) is currently in effect in the youth field, which defines the following priorities: safety (increasing the safety of the environment); health (formation of healthy lifestyle skills, development and preservation of physical culture); capacity (attracting young people to participate in public life, forming civic competences); integration (increased mobility, social and cultural integration of youth).

During 2018–2020, UNICEF supported the development of the National Strategy of State Youth Policy in Ukraine until 2030.

The main goal of the strategy is to create opportunities for young people in Ukraine to be competitive, healthy, who will contribute to society as conscious citizens (28).

Special attention should be paid to cooperation with UN organizations. Thus, in 2020, UNFPA continued close cooperation with the government of Ukraine, in particular, with the Ministry of Youth and Sports. A number of important documents were developed during the year, to which UNFPA participated:

National Youth Strategy of Ukraine until 2030;

Concept of the state social target program "Youth of Ukraine" for 2021–2025;

Draft Law No. 3718 on the Basic Principles of Youth Policy

UNFPA conducted a needs assessment to update the educational module "Healthy lifestyle of youth during COVID-19" for the "Youth worker" program, which is implemented by the State Institute of Family and Youth Policy with the support of the Ministry of Youth and Sports and UNDP in Ukraine.

The project "Youth policy in Ukraine: policy, practice, analytics" was also launched, developed in partnership with UNICEF and the Ministry of Youth and Sports, the purpose of which is to provide effective policy and practical tools in the youth sphere, in particular at the village, city and community level (27).

The Committee on Youth and Sports operates at the level of the Verkhovna Rada of Ukraine. In accordance with the Resolution of the Verkhovna Rada of Ukraine "On the list and subjects of mandate of the committees of the Verkhovna Rada of Ukraine of the ninth convocation" (from August 29, 2019, No. 19-IX), the main areas of state youth policy are included in its mandate.

By Resolution No. 246 of the Cabinet of Ministers of Ukraine dated March 20, 2019, the state institution "All-Ukrainian Youth Center" was established. The center is responsible for the organizational, legal, methodical and information support of the regional centers. In addition, the center takes care of conducting international and all-Ukrainian events regarding the implementation of priority tasks in the youth field.

Separately, "an example of positive experience in the formation of value orientations of young people is the activity of the all-Ukrainian Youth Public Organisation "Heart to Heart", the National Scout Organization of Ukraine "Plast", the National Scout Organization of Ukraine "NOSU", the All-Ukrainian Community Center "Volunteer", the all-Ukrainian Youth Public Organisation "Social Initiative", the all-Ukrainian Youth Public Organisation "Democratic initiatives of the youth" in the direction of conducting organizational activities among the youth regarding the formation of a culture of lawful behavior of the youth *(Drapushko R., Gorinov P., 2021: 9-16)*.

In addition, youth work as a component of youth policy is aimed at a population category that is constantly changing and has great potential for change. Also, the constant structural changes taking place in the country in recent years create significant differences in the life orientations and values of youth representatives, compared to other categories of the population.

Constant development and changes in the attitudes and needs of young people, increasing the time for formation and self-determination of young people in the conditions of constant reforms and decentralization of power, requires ensuring the conditions for the development of the personal potential of young people and the involvement of young people in public life. This requires the implementation of an effective system of youth work, built on the principle "for the youth and together with the youth."

The creation of a new consultative and advisory body under the Ministry of Foreign Affairs of Ukraine – the Youth Council – with the aim of involving active youth in the implementation

of state policy in the field of foreign relations in the context of Ukraine's military challenges, is positive. "For the first time in history, we are launching a new format for involving young people in the country's diplomatic life and starting the selection of active, talented young Ukrainians for the Youth Council at the Ministry of Foreign Affairs. Attracting talented young people to the Ukrainian diplomatic service is one of my priorities in the personnel policy of the ministry. I am convinced that this will contribute to the effective coordination of joint actions on the diplomatic front, as well as the development of international youth contacts," said Minister of Foreign Affairs Dmytro Kuleba (22).

5. Conclusions

Youth work is a field related to formal education and the influence of a young person's immediate environment (family, friends, peers, community), which provides the opportunities for personal, social and educational development necessary to successfully facilitate the transition of young people to adulthood.

The use of various methods, forms and practices of youth work contributes to the involvement of young people in social life, significantly strengthens the position of young people in education and development.

Thus, we supported the position of scientists that youth is a socially differentiated socio-demographic community that has special physiological, social-psychological, theoretical-cognitive, cultural-educational and other characteristics that distinguish its biological and social maturation as the realization of its self-expression internal essential forces and social qualities *(Bebyk V., 2006: 41-65)*.

The implementation of the youth policy contributes to ensuring the necessary conditions and opportunities for its implementation in education, gaining experience, with the help of which young people have the opportunity to acquire new knowledge and skills, as well as their future implementation in practice.

The active role of young people in the process of forming youth policy and youth work is determined by the fact that they not only copy established patterns of adaptive behavior and interaction, but also introduce new content into them – depending on rapidly changing living conditions.

A necessary condition for opening opportunities to work with young people is the formation of their knowledge and skills. Participation in the policy-making process requires basic knowledge of law, mediation and negotiation (the "rules of the game"). The skills required are cognitive (citizenship education), but especially non-cognitive (communication and negotiation skills). Young people need to be taught to formulate their messages clearly and use communication tools effectively *(Kolev A., Giorgi S., 2011)*.

The state should qualitatively change approaches to the content of youth policy through appropriate work with young people. To this end, appropriate programs for self-realization and economic employment of youth should be developed through the development of entrepreneurial skills and training in entrepreneurial and financial literacy, youth lending, quality education that meets modern challenges *(Drapushko R., Gorinov P., Filyk N., 2022: 28-31)*.

We agree that the state youth policy must remain one of the most important, priority areas of the state's activity and must be constantly implemented taking into account its capabilities at the political, social, economic, legislative and organizational levels to create favorable conditions for life self-determination and self-realization of young citizens, solving

urgent problems youth, support for its innovative activities, public activity. For this purpose, in the near future it is necessary to integrate and focus efforts and resources on the main areas of work with youth, in accordance with the already adopted laws of Ukraine, other legislative and regulatory acts, national, state, industry programs and ensure the immediate implementation of the priority tasks defined by them (19).

It is positive that the youth of Ukraine takes an active part in the defense of their homeland, works in the rear, participates in humanitarian, educational, and informational projects, opposes misinformation and manipulation on the Internet, participates in dialogues of victory and in the development of programs for its participation in the restoration of Ukraine.

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PROFESSIONAL SELF-ACTUALIZATION MODEL OF PSYCHOLOGISTS EXPERIENCING A PROFESSIONAL CRISIS

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Summary

The article is devoted to the problem of psychology students professional self-actualization, who are experiencing a crisis of professional readiness. The theoretical model of professional self-actualization based on scientific and theoretical analysis is highlighted, such factors as: emotional-volitional, cognitive, reflexive, physiological-somatic, social interaction are shown. The article presents the results of an empirical study of professional self-actualization and manifestations of a professional readiness crisis among future psychologists. Using a factor analysis, a model of psychology students professional actualization was formed, which includes the following factors: "Distress symptoms of future psychologists due to frustration of needs and impossibility of fulfilling own existence", "Emotional burnout as a manifestation of the professional readiness crisis of future psychologists", "Personal features as a factor of communicative and epistemological self-actualization of psychology students", "Emotional background as a factor of psychology students self-actualization", "Locus of control as a factor of practical psychologists self-actualization in the profession and personal life", "Self-esteem as a determinant of self-actualization of psychology students", "The psychologist's appearance as an indicator of his existential fullness", "Motivation as a factor of psychology students self-actualization", "Informal education as a significant factor of self-actualization of the future psychologist", "The presence of clear professional plans as an indicator of the realization of a future psychologist during studying" and "Lack of professional experience as a basis for the emergence of professional inferiority and anxiety feelings"

Keywords: professional self-actualization, students-psychologists, crisis, professional readiness, factor analysis.

1. Introduction

In the conditions of accelerated scientific and technical progress, rapid changes in the economic, political, social, ecological, spiritual and cultural spheres of public life, a psychological science is forced to face new numerous theoretical and practical problems, the background of which, however, the issue of professional development of the individual still takes one of the main role. Among a number of personal-professional phenomena (self-awareness, self-development, self-organization, self-embodiment, self-realization, etc.), the phenomenon of professional self-actualization attracts our attention the most, in this case, the factors that contribute to its formation in future psychologists in the process of their professional studying *(Ivashchenko A. I., 2020)*.

The preliminary analysis of the theoretical and methodological material and empirical data made it possible to conclude that the professional self-actualization of an individual is an

internal, complex, active and multi-level process aimed at progressive professional development as a result of revealing persona's own potential. It has been suggested that the higher the level of professional self-actualization, the lower the intensity of the professional readiness crisis *(Stutoliarchuk, 2014)*. To confirm this hypothesis, it is important to understand the factors on which professional self-actualization depends, its determined the subject of this study *(Gutyria & Kononova, 2021)*.

2. A theoretical model of professional self-actualization

Based on modern studies of professional self-actualization and professional readiness crisis, the theoretical model was created (in Fig. 1). The model contains of main factors of students' self-actualization: emotional-volitional, cognitive, reflexive, physiological-somatic factor and social interaction *(Afanasyev, 2013), (Kokun, 2012)*. Each of them having their components. More detailed description of the theoretical model could be found at references.
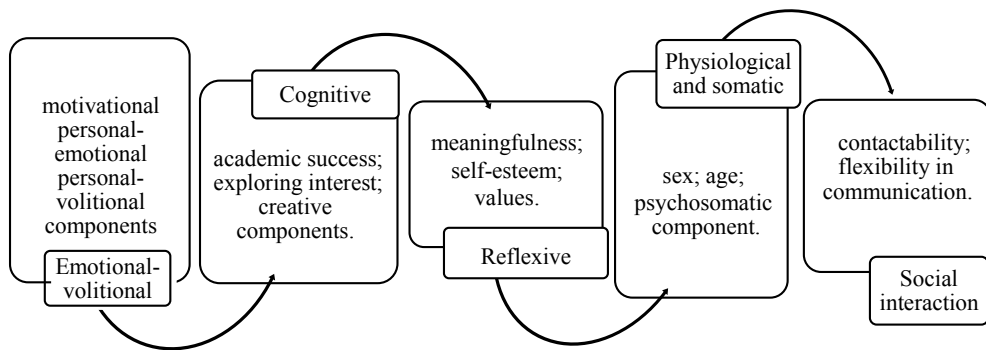
Figure 1. The theoretical model of professional self-actualization of future psychologists experiencing professional readiness crisis

3. Empirical justification of a professional self-actualization model

The assignment of the empirical stage of our research was to substantiate the model of psychology students' professional self-actualization who are experiencing a crisis of professional readiness based on the factor analysis of the received empirical data. The model represents the generalized author's view at the phenomenon of future psychologists' professional self-actualization, the regularities of its formation, as well as the factors identified as a result of processing the research data.

The research involved 230 students who are studying in the first year of the master's degree at the Psychology Department of the Poltava V.G. Korolenko National Pedagogical University. The sample includes 210 women and 20 men. 130 of the representatives are married, 55 do not identify themselves having relationships, and 45 are divorced. The study was conducted in 2020-2022.

The following methods of research were used: tests, surveys and procedure of factor analysis of data arrays *(Levsheniuk, 2018)*. Namely, the diagnostic of emotional burnout level (by V. Boyko), the diagnostic of the social frustration level (by L. Wasserman), the projective

technique "House-Tree-Man" (by R. Belyauskayte), the locus of control scale (by J. Rotter), Dembo-Rubinstein method of self-esteem measurement, the diagnostic of professional motivation (by K. Zamfir), The Five-Factor Personality Inventory (FFPI), Symptom Checklist-90 (SCL-90-R), a self-actualization diagnosis questionnaire (by O. Lazukin), the scale of existence (by A. Langle, K. Orgler) and the authorial open-ended questionnaire.

The obtained results were subjected to factor analysis using the Varimax rotation procedure with Kaiser normalization. According to the results of the factor analysis, 11 factors were found, which describe 82.997% of the total variance of the features.

The content of the first factor "Distress symptoms of future psychologists due to frustration of needs and impossibility of fulfilling own existence" (27.510% of the total variance, the factor weight is 22.833) included variables, which reflecting of professional readiness crisis symptoms intensification and the life crisis state in general. In particular, this factor included variables that almost completely relate to the results of diagnosis using the SCL-90-R – obsessions, depression, interpersonal sensitivity, psychoticism, paranoidness, anxiety, somatic manifestations of distress, phobic states. The combination of such variables with the indicator of frustration in achieving success is significant and reveals the content of this factor's variables set. Also, the content of the factor reflects an inverse relationship with data on self-transcendence, a general indicator of existential fulfillment and existential freedom. So, the factor content confirms a significant causal relationship of the crisis emergence and formation of psychology students' professional readiness. The determinants of such a crisis are reducing indicators of: the realizing oneself in the existential plan, understanding the meaning of one's life and achieving a state of freedom. The impossibility of future psychologists to realize themselves in terms of existential understanding of their lives, realization of their existential manifestations provokes feelings of frustration, negative feelings and stress symptoms in them.

The content of the second factor "Emotional burnout as a manifestation of the professional readiness crisis of future psychologists" (11.106% of the total variance, the factor weight is 9.218) included variables identified by the method of emotional burnout. That is the second factor, according to the results of the analysis, also reflects the presence of crisis signs in the functioning of future psychologists, which testify to the crisis of their professional readiness. In particular, the content of this factor was filled with indicators of emotional burnout in general and its components such as tension, exhaustion and resistance. It is diagnostically significant that within the second factor we did not find correlations between emotional burnout and other diagnostic indicators by any of the methods. Thus, this factor represents a monolithic meaningful block of emotional and professional burnout of future psychologists during the crisis of professional readiness.

As a result of the influence of these factors, future psychologists experience manifestations of burnout, a decrease in emotional functioning, a reduction in professional duties and the system of social contacts, at the stage of professional preparation. The content of the second factor reflects the important role of emotional burnout in the course of the professional readiness crisis of psychology students as a significant obstacle to their self-actualization.

The third factor "Personal features as a factor of communicative and epistemological self-actualization of psychology students" (6.522% of the total variance, the factor weight is 5.413) consists of variables belonging to two methods – a multifactor personal questionnaire and a self-actualization test. In particular, we are talking about the expressiveness of such variables within this factor as extraversion-introversion, attachment-detachment, self-control-impulsivity, emotional stability-instability, expressiveness-practicality, and the variables of

contact and desire for knowledge as aspects of self-actualization of practical psychologists. In this case, personal traits of the respondents are a significant factor in their successful self-actualization in professional and life terms. Based on such characteristics as extraversion and the ability to maintain emotional stability, that the studied psychology students realize their efforts in terms of self-actualization and realization of their potential. Thus, the role of personal potential and personal traits is significant in terms of future psychologists self-actualization.

The fourth factor "Emotional background as a factor of psychology students self-actualization" (5.787% of the total variance, factor weight is 4.803) reflects the importance of emotional adjustment in the process of individual self-actualization during professional development. In particular, the content of this factor is formed with variables according to the method of studying self-actualization and the indicator of depression according to the method "House-Tree-Man". This factor included variables of the general indicator of self-actualization, values of a self-actualized personality, self-understanding, creativity, autonomy, spontaneity and flexibility in activities and life in general.

The content of the fifth factor "Locus of control as a factor of practical psychologists self-actualization in the profession and personal life" (5.297% of the total variance, factor weight is 4.396) is formed with variables that characterize all aspects of participants locus of control according to J. Rotter's methodology. Thus, this factor includes the severity indicators of the locus of control in the next field: achievements, failure, work and family relationships, etc. Therefore, the characteristics of internal or external subject's orientation is a significant factor in their self-actualization. At the same time, the predominance of the internal locus of control implies a clear orientation to the world of internal experiences, the person's internal structures and positions that, as a rule, lead to self-actualization. It is significant that within this factor, we did not record correlations of variables with other indicators obtained as a result of diagnostics.

The sixth factor "Self-esteem as a determinant of self-actualization of psychology students" (4.711% of the total variance, the factor weight is 3.910) is formed with variables that reflect the respondents' self-esteem features – a general indicator of self-esteem, assessment of their mental abilities, authority, self-confidence and subjective assessment of the character traits. In particular, self-assessment is an important aspect of the future psychologist's personal potential and self-actualization, as it provides the possibility of building an orientation to activity based on a positive attitude to different parts of persona's "Self" and to the own psychological features.

The content of the seventh factor "The psychologist's appearance as an indicator of his existential fullness" is interesting (4.058% of the total variance, the factor weight is 3.369), thus it is formed with the variables of the locus of control in the field of appearance, self-distancing and responsibility within the scope of achieving existential unity and the human nature view as a scale of self-actualization indicator. This factor reflects an interesting dependence of person's self-actualization indicator to the orderliness of life, the achievement of existential values based on the perception of one's own appearance and the locus of control in this area. Therefore, the prevailing nature of the assessment of appearance by psychology students determines their existential life fullness, the ability to bear responsibility for their behavior and has a certain relationship with views on the ideal person and personality. Thus, the existential life orderliness and the sense of freedom of future psychologists is largely determined with their orientation to the opinion of other people regarding their appearance, the conformity of their appearance and the manner of dressing according to the appropriate standards in society. We can explain this with the influence of another factor – the majority of the studied sample are women, who, accordingly to cultural features, pay more attention to their appearance and find it important. Focus on others' opinions or own beliefs in the field of appearance are a significant factor in the

self-actualization of future psychologists. This once again proves in favor of the unity between different spheres of personality as a complete biopsychological system, where every component is important.

The eighth factor "Motivation as a factor of psychology students self-actualization" (3.046% of the total variance, the factor weight is 2.528) reflects the important role of the motivational factor in professional development. This factor is formed with the variables of internal and external positive and negative motivation. This factor is well-known, because scientists have proven that the professionalization and self-actualization of a specialist is based on a motivation factor, mainly on an internal or external positive direction. It is diagnostically significant that variables from this factor are not related to other indicators of psychological diagnosis.

The ninth factor "Informal education as a significant factor of self-actualization of the future psychologist" (2.732% of the total variance, the factor weight is 2.268) reflects the variables that were obtained from the results of the author's questionnaire and relate to the effectiveness and efficiency of the implementation of informal education. The content of the factor reflects the important role of informal education in the formation of the personality of a specialist psychologist. At the same time, receiving informal education, passing additional trainings, attending seminars and symposia for future psychologists is an important aspect of their professional growth and development. Therefore, informal education is an important factor in the professional formation of psychologists and contributes to their self-actualization.

The tenth factor "The presence of clear professional plans as an indicator of the realization of a future psychologist during studying" (2.311% of the total variance, the factor weight is 1.918) reflects a significant indicator of the formation and realism of professional plans as a factor of psychologist's self-actualization. This factor includes the variables obtained from the results of the author's questionnaire, which relate to the assessment of the presence of professional plans and the assessment of own professional readiness. Such a connection seems logical to us, since the desire of an alumnus to work in the future in the chosen specialty is a significant manifestation of professional self-actualization of a future specialist.

The eleventh factor "Lack of professional experience as a basis for the emergence of professional inferiority and anxiety feelings" (2.249% of the total variance, factor weight is 1.895) is one of the most interesting in this analysis. This factor is formed with variable feelings of inferiority and anxiety obtained from the results of the "House-Tree-Man" and assessments of the availability of professional experience based on the results of the author's questionnaire. Taking into account such a connection of data, we can postulate that the lack of professional experience in the role of practical psychology is a significant factor in the emergence and generalization of the anxiety feeling among psychology students regarding their future. Thus, the lack of real situations of professional activity among psychology students prompts them to feel anxiety and inferiority, which we define as signs of a crisis of professional readiness.

4. Conclusions

The factor structure of data distribution reflects a fairly clear relationship between the process of psychology students' professional self-actualization and their signs of a professional readiness crisis. In particular, it was found that the respondents' difficulties in self-actualization (professional and life spheres) determine their symptoms of distress, frustration and emotional exhaustion. At the same time, it is the lack of professional experience that provokes feelings of anxiety and inferiority among future specialists. Also, the revealed pattern of dependence

between the professional self-actualization of the sample representatives and their focus on evaluating their own appearance is interesting. Significant manifestations of successful self-actualization are the presence of a clear professional plan and involvement in informal education of future psychologists. An important factor in the professional self-actualization of psychologists is the functioning of the emotional sphere indicator, its harmony and coherence. The results of the factor analysis once again confirmed the previously known regularities of the motivational factor, locus of control and emotional characteristics influence on the process of self-actualization of future specialists.

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PECULIARITIES OF GOVTECH TECHNOLOGIES IMPLEMENTATION IN THE PUBLIC ADMINISTRATION SYSTEM

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Summary

The article has examined the consequences of modern digital transformation, which requires changes in the public administration system based on Government Technologies (GovTech). The purpose of the article is to analyze the peculiarities of GovTech technologies implementation in the system of public administration in Ukraine. A topical issue is an urgent need for public authorities to introduce innovative technologies to strengthen the state's dialogue with citizens and business entities and to expand the possibilities to provide public services of new quality. One of such approaches is GovTech, which includes modernization of the public sector to promote simple, efficient, and transparent citizen-centric governance. The need for GovTech solutions is growing, given the further development of post-pandemic activities, which requires increased availability of developed models, considering the accessible technological capabilities and the digital gap. It has been found that the GovTech agenda involves using artificial intelligence and machine learning; cloud computing and the Internet of Things; open public data platforms; local support systems for business entities developing programs for the state. The country's insufficient level of digital transformation, the availability of low volume and poor quality of state electronic services, and a lack of experience in using state e-services have been detected. It has also been established that promising directions for the development of GovTech projects should be platforms for interaction with consumers, a general online environment for interaction, and the implementation of such models as "Smart City" and a digital region.

Keywords: Government Technologies, public administration, electronic government, digital transformation

1. Introduction

The state and economic entities use Information and Communication Technologies (ICT) and modern innovative approaches to increase operational efficiency and achieve intended development purposes. The results of the stated solutions are expected to improve resource management, enhance cooperation, adjust to the consumers' needs, gain the necessary experience of working with service recipients, increase transparency and accountability, and cover a broader range of issues. The state's investment in technologies does not yet guarantee a fair and reasonable division of technological solutions in the case when social needs are not systematically determined in each of the projects. Such problems include the need to coordinate the implementation of affordable solutions of government technologies (Government Technologies (GovTech)) with the achievement of global goals – ending poverty and increasing social progress. The digital technologies creation for different groups of users

is aimed at reducing existing barriers to communication, interaction and access to services and information, which is a relevant direction under the conditions of digital transformation. The aim of the article is to study the peculiarities of GovTech technologies implementation in the system of public administration and provide proposals for the development of topical directions for digital changes in Ukraine.

2. GovTech as an approach to the state sector modernization

Innovative modern technologies enable public authorities to provide services for individuals and legal entities regardless of the forms of ownership. In the process of the interaction mentioned above, the expanded use of Information and Communication Technologies (ICT) is crucial in modern society. It is essential for producing new values and knowledge based on the broad interaction of the state and citizens, which allows to increase the efficiency of solving social problems and improve the quality of life. Thus, public authorities are focused on the search for advanced technologies to strengthen the state's dialogue with citizens and business entities, simplifying information exchange through Internet capabilities *(Alqaralleh et al., 2020)*.

Social problems overcoming due to the involvement of interested parties in the general solution of the current and future problems is seen as a result of digitalization. Implementing big data and blockchain technologies can make significant changes in public administration and provide a new vision in public services provision *(Engin, Treleaven, 2019)*. Besides, the rapid development and coverage of social media will intensify public activity, creating additional opportunities for bottom-up self-organization of activities *(Uldam, Kaun, 2018)*. The need for GovTech solutions is growing because of the further development of actions in the post-pandemic period, which involves increasing the availability of developed models in countries with different technological capabilities and the digital gap.

GovTech is a national approach to modernizing the public sector that promotes simple, efficient, and transparent governance where citizens are the key figure. To strengthen the implementation of effective methods and solutions in the field of GovTech, as well as to ensure a broad partnership for the effective exchange and transfer of knowledge and best practices, the advantages of GovTech projects developed taking into account the needs of users are the expansion of communities that have the opportunity to interact with public authorities, political figures and public service providers through innovative means. Based on the established policy concerning access to data and transparency, the digitalization of public services makes it possible to benefit the economy from increased efficiency and the obtained data, which stimulates the growth of local technological ecosystems and the development of small and medium-sized businesses *(Zapata, 2019)*.

The GovTech's task is to create improved means for people to interact with public authorities, which provide public services in various sectors based on digital technologies with significant advantages over previous models. As individual examples of GovTech projects, it is possible to distinguish:
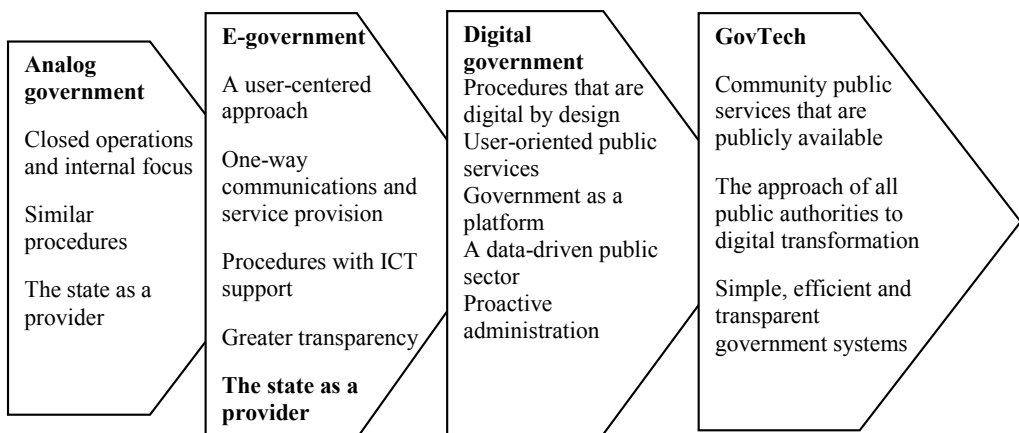- modernization of the system of public management and administration (financial management, public procurement, taxes, human resources management);
- - coordination and organization of public services into accessible and integrated solutions to simplify the interaction of citizens with public services;
- the creation of ICT-based public procurement processes to reduce administrative costs.

The 2030 concept for sustainable development recognizes the critical role that GovTech has to play in achieving the set goals and objectives (United Nations, 2018a). In addition, an urban development agenda is envisaged based on the commitment of the United Nations Member States to strengthen the possibilities of broad access to urban systems and infrastructure for people with disabilities (United Nations, 2018 b).

The evolution of digital transformation in the public sector is shown in fig. 1. The GovTech agenda also includes the implementation of artificial intelligence and machine learning; cloud computing and the Internet of Things; open public data platforms; local GovTech ecosystems to support business entities developing programs for the state; use of public-private partnership while solving public problems.

The goal of the GovTech concept is to create a common understanding of the effective use of digital platforms and data that are interoperable and secure based on a radical change in the way how public authorities that provide public services work. Public authorities are the primary beneficiaries of GovTech, which relies on indicators of efficiency increase and cost savings. The GovTech policy on open public data uses strategies that improve the efficiency of administration based on the digitization of work processes and the implementation of technological tools *(Ransbeeck, 2020)*, which allow citizens to access information and participate in governance.

Analog government	E-government	Digital government	GovTech
Closed operations and internal focus	A user-centered approach	Procedures that are digital by design	Community public services that are publicly available
Similar procedures	One-way communications and service provision	User-oriented public services	The approach of all public authorities to digital transformation
The state as a provider	Procedures with ICT support	Government as a platform	Simple, efficient and transparent government systems
	Greater transparency	A data-driven public sector	
	The state as a provider	Proactive administration	

Fig. 1. Digital transformation in the system of public authorities (Dener et al., 2021)

In implementing the GovTech project, human-oriented, transparent, and accessible online services are developed. They help all target users, regardless of ownership, get services through inexpensive digital solutions (mobile phones, free open source programs).

3. Approaches to determing GovTech development

Based on various digital indices, appropriate approaches to determining the level of digital government have been developed for a long time (Table 1). They measure the state of online services, telecommunications infrastructure, citizen participation, innovation, government regulations, and the involvement of the private sector in GovTech programs. In 2020, the World Bank developed the GovTech Maturity Index (GTMI) to measure critical

aspects of digital transformation in the public sector: key government systems, provision of public services, citizen engagement, and GovTech tools. The review presents a global overview of GovTech maturity in 198 countries, examples of best practices, and opportunities for further GovTech growth *(Dener et al., 2021)*.

Table 1

Indices of digital government and GovTech

Index	Number of countries	Implemented
World Bank GovTech Maturity Index	198	2020
United Nations eGovernment Development Index	193	2003
Cornell University, INSEAD, and WIPO Global Innovation Index	131	2007
European Commission eGovernment Benchmark	36	2012
World Bank Identification for Development Index	198	2015
World Bank Digital Adoption Index	180	2016
OECD Digital Government Index	33	2020

The Source: (Dener et al., 2021; World Bank, 2020; European Commission, 2020; World Bank, 2018; World Bank, 2016; Ubaldi et al, 2020)

The e-Government Development Index (EGDI) demonstrates the scale and quality of online government services, the condition of telecommunication infrastructure, the available human resources, and opportunities for digital transformation in the public sector based on GovTech models *(World Bank, 2020)*. The Global Innovation Index (GII) examines countries' basic conditions and innovation potential by grounding its assessment on 80 indicators that influence innovation *(World Bank, 2020)*. The European Commission's eGovernment Indicator demonstrates improvements in the digital delivery of public services established on user-centricity, transparency, technological means, and cross-border mobility *(European Commission, 2020)*. The World Bank's Identification for Development Index (ID4D) estimates the number of people without proof of legal identity and provides data on those who are responsible for identification (ID) and civil registration and a digital identification solution *(World Bank, 2018)*.

The Digital Adoption Index (DAI) measures progress in digital adoption regarding people, government, and businesses. The DAI index is an average of three sub-indices and was calculated based on the Global Dataset of Digital Government Systems and Services (DGSS) *(World Bank, 2016)*. The OECD Digital Government Index (DGI) aimed at providing a measurement tool to assess the implementation of the OECD Recommendation on Digital Government Strategies *(Ubaldi et al, 2020)*. It examines digital government maturity based on digital design, public sector, data management, government platforms, open and user-oriented approach, and proactivity.

4. State of GovTech projects implementation in Ukraine

The implementation of digital technologies in the sector of public authorities based on data management should significantly change the principle of the state's operation and its interaction with citizens. GovTech must improve the delivery of key public services

by engaging citizens in digital transformation. However, the change of digital solutions into actual, measurable results remains problematic, and Ukraine is no exception, given the complex adaptation to the changing demands of society and external factors. Let's consider the state of GovTech principles implementation in Ukraine, namely the broad state's approach to digital changes in the public administration sector based on simplicity, precise solutions, efficiency and transparency of the system of public authorities operation, and people-centered reform. We should rely on the existing assessments of the achievements of digital transformation by the private sector representatives. Thus, according to the data provided by the European Business Association *(EBA, 2021)*, the components of the digital transformation index in Ukraine are shown in fig. 2. In the study, the stated indicators range from 0 (negative value) to 5 (positive value). Most of the directions identified by the respondents are in the zone of neutral values, which emphasizes the significant potential for Ukraine to achieve substantial results.
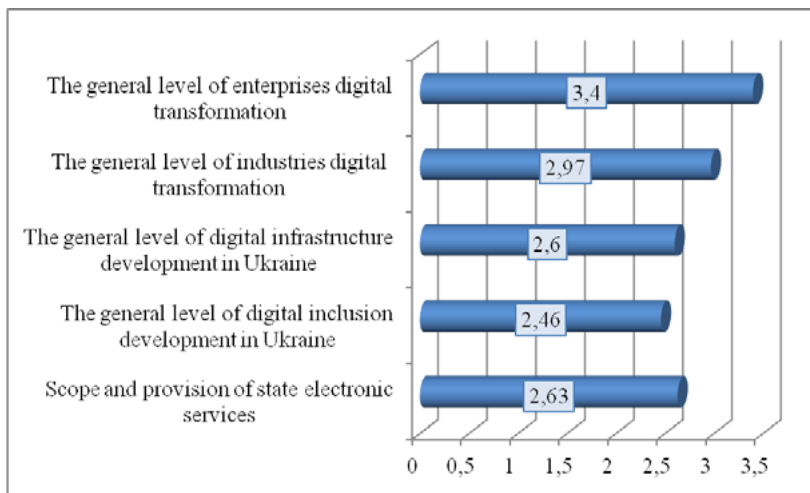

Fig. 2. Components of the digital transformation index in Ukraine, 2021 (EBA, 2021)

Of course, the presence of appropriate infrastructure and the functioning of various directions of digital transformation in the public sector is not a comprehensive characteristic of projects' success, which are implemented in Ukraine. It remains crucial to assess consumers using government digital services. According to the European Business Association *(EBA, 2021)*, the volume and quality of government e-services have a satisfactory (55%) or low rating (32%) (Fig. 3). In total, only 7% of respondents consider the volume and quality of state e-services to be high or very high.

The availability of various opportunities in the provision of e-services and the GovTech technologies implementation in Ukraine should be widely covered in mass media, on websites of public authorities, and mass public communication systems to inform about the available public opportunities of state resources and involve citizens, non-governmental organizations in joint actions regarding new opportunities for obtaining public services, participation in policy management and creation.

Taking into account the relatively short period of interested parties involvement in the e-services implementation in Ukraine, the experience of using state e-services (Fig. 4) shows the average level of consumer participation in the practical aspects of various areas in digital service provision *(EBA, 2021)*.
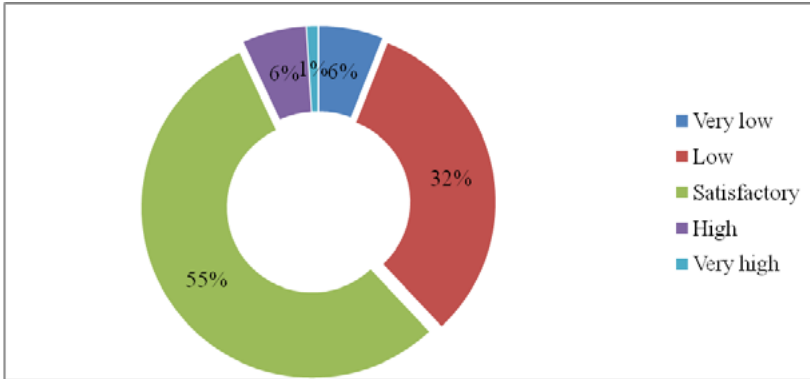
Fig. 3. Volume and quality of government e-services in Ukraine, 2021 (EBA, 2021)

Thus, the GovTech advantages are the capabilities of the digital identities and environments technologies to assess and predict the state of existing management objects. It strengthens the potential of public management in finance, social assistance, forecasting, and communications. To solve tasks related to the needs of accelerating economic growth, minimizing social stratification, and improving management efficiency, GovTech aims to reduce transaction costs, increase the availability and implementation of information, and involve interested parties in the development process and decision-making.
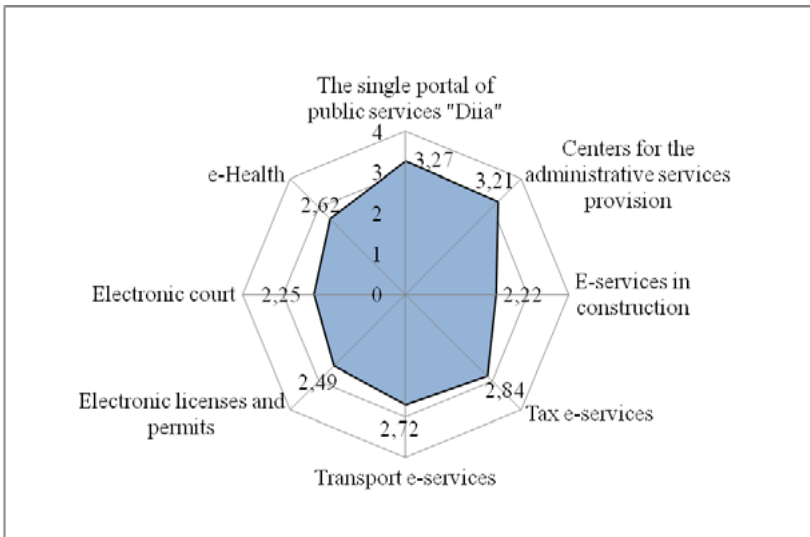
Fig. 4. Experience of using state e-services in Ukraine, 2021 (EBA, 2021)

The key areas of GovTech development while their formation in Ukraine are open data; electronic public services and the creation of digital profiles; "smart cities" and digital regions. The priorities for the further development of GovTech can be defined as the introduction of platforms to provide public services, which include the procedures for the development and approval of regulatory legal acts and communication interaction based on reading digital

profiles of individuals and legal entities on a single platform. This communication allows users to identify consumers by providing them with public services within a single platform. According to another direction of modernization based on the GovTech platform, state information systems should be integrated into a common online environment to interact with individuals, legal entities, and public authorities. The formation of the "Smart City" and digital region models will involve online systems for multilateral exchange, management, and control, where GovTech projects will ensure the integration of the specified software into platforms for the city or region development.

5. Conclusions

It has been established that the digitalization of public administration increases the state's potential. Technologies make it possible to realize the required level of efficiency, transparency, ability to interact with different categories of citizens. It improves the overall level of public administration. Inadequate implementation of broad digitization and GovTech technologies revealed significant gaps during the COVID-19 pandemic. Modern trends, which include electronic taxation, obtaining services and public procurement procedures, reduce budget costs, facilitate control and minimize the level of corruption. Innovative solutions in the field of digital transformation should cover the integration of the entire public management system, including the performance of various administration's functions, communication interaction, regulation and control to achieve transparency, openness and high quality of service provision.

The analysis of various GovTech directions allows us to note that in the conditions of digital transformation, there is a need to form integrated platforms of public services and a monitoring system at the city and regional levels. Taking into account GovTech trends in Ukraine, the country's insufficient level of digital transformation, mainly the presence of low volume and quality of state electronic services, and lack of necessary experience in using state e-services should be noted. Platforms for interaction with service consumers, joint development and testing of services, a shared online environment for the interaction of individuals, legal entities, public authorities, and the implementation of the "Smart City" and digital region models should be considered as prospective directions for the development of the GovTech project.

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PROBLEMS OF INTERACTION OF CIVIL SOCIETY AND DEMOCRACY

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Summary

The article examines the peculiarities and problematic issues of interaction between civil society and democracy in Ukraine. Weaknesses and difficulties that arise in the functioning of the institutions of civil society and democracy in Ukraine are identified, among them: the action of democracy outside civil society and the transformation of power into an authoritarian one; undeveloped mechanisms for the implementation of democracy; loss of confidence in democratic leadership; the creation and operation of a para-state apparatus made up of representatives of various associations, the purpose of which is to profitably receive benefits from the state; transformation of civil society institutions into an inexhaustible source of demands on the government; lack of a network of representative and institutionally developed public formations that are able to participate in management at the local, regional and national levels; non-partner model of interaction between the state and institutions of civil society.

It was found that certain periods of the recent history of the Ukrainian state were characterized by manifestations of "facade democracy", in particular, the discrediting of democratic values among the population. Ways of solving certain problematic issues of the implementation of the interaction of democracy and civil society are proposed, among them: establishing, on the basis of a social contract, common interests and fundamental values that would be shared by the majority of civil society; fairness, clarity and transparency of the democratic decision-making procedure in the state; interaction of the democratic state with civil society on the basis of partnership.

Keywords: civil society, democracy, institutions of democracy, institutions of civil society, implementation of state functions.

1. Introduction

According to Article 1 of the Basic Law, Ukraine is a democratic state governed by the rule of law *(Konstytutsiia Ukrainy, 1996: 1)*. Citizens of Ukraine are granted a wide range of rights that allow them to participate in the management of state and public affairs through the mechanisms of democracy, send appeals, form political parties, public organizations and self-organization bodies of the population, exercise public control, etc.

However, in practice, the relationship between the mechanisms and institutions of democracy causes certain contradictions and problems. Nowadays, this situation is deepened by the Russian-Ukrainian war, political struggle, informational threats, martial law, as an emergency legal regime of state functioning.

Civil society and democracy as social and political-legal phenomena have been studied by many scientists. These works consider: democratic values and their influence on the development of civil society in European countries (A. Kudryachenko); readiness of civil society institutions for participatory democracy (Asanova A.); civil society and the state as subjects of the democratic process (Andriychuk T.); individual problems of the interdependence of the development of civil society and democracy are analyzed (O.V. Skrypnyuk); the structure, technologies and specifics of legitimation in the context of the interaction between the state and civil society were developed (E. Tsokur), the historical and modern development of civil society was traced (Stepanenko V. P.), the future of democracy was predicted (Bobbio N.), etc. At the same time, the problems of the relationship between civil society and democracy, which determined the relevance and novelty of the chosen topic of the scientific article, require additional scientific research.

The purpose of the article is to research and analyze the problems of the relationship between civil society and democracy, as well as to determine ways to improve their interaction.

The research was carried out using various scientific methods. Among them: the method of analysis of scientific research on the interaction of democracy and civil society; the method of synthesis during the generalization of scientific research and problems of the practice of legal relations of civil society and democracy; the method of induction to determine the causes and problems of the interaction between the democratic state and civil society; the hypothesis method was used in the process of formulating ways of improving the interaction of civil society and democracy.

2. Democracy and civil society

In developed democracies, civil society is an equal partner of the state in solving socio-economic, humanitarian and even many political issues. Non-governmental organizations minimize the paternalistic attitude of citizens, establish and reproduce a democratic political culture, contribute to the strengthening of social stability, and also involve citizens and their associations in the formation and implementation of state policy in all spheres. This political practice frees the state from implementing some overly burdensome social tasks while maintaining high social standards for the population. For example, in Germany, the involvement of non-governmental organizations makes it possible to save more than 30% of the cost of such services for the state. Civil society contributes to the improvement of the quality of political and legal decisions due to a fuller consideration of the needs of the population, alternatives and possible consequences of government decisions. The involvement of the public sector all the way from the discussion to the adoption of public legal decisions ensures their fuller implementation by the population *(Kudriachenko, 2015: 5)*.

Only in a democratic state with a developed civil society can harmony be achieved in the relationship between the state and society, the authorities and citizens, since only a democratic state can provide the necessary conditions for the existence of civil society and only civil society can support a democratic state.

3. Problems and negative consequences of interaction between civil society and democracy

The interaction between civil society and democracy can also have negative sides. Attempts to achieve "pure" democracy outside civil society lead to the fact that instead of democracy, authoritarian power is actively being built. The same thing happens under the condition of promoting the development of public organizations, voluntary associations of citizens and non-observance of democratic principles. The presence of a certain set of civil society subjects is a necessary but insufficient condition for the functioning of civil society *(Skrypniuk, 2000: 42).*

Civil society in Ukraine currently does not have a significant network of representative and institutionally developed public formations capable of participating in governance at the local, regional, and national levels *(Asanova, 2013: 40).*

The practice and experience of civil society have proven that it does not always formulate a general public interest, and therefore a just interest, which can lead to a violation of legality *(Skrypniuk, 2000: 39).* It is worth avoiding focusing on the functions of civil society that are "negative" in relation to the state system. An excessive emphasis on them raises a natural question, which was successfully formulated by M. Foley and B. Edwards: "if civil society is a fairly reliable bridgehead that can be used to put pressure on despotic regimes, what prevents its use in order to sharpen democratic governance?" *(Andriichuk, 2013:119).*

Any, and even, a democratic political regime can act unfairly, and pressure from civil society can cause negative consequences, but this does not mean that democracy or the idea of civil society should be abandoned *(Skrypniuk, 2000: 39).* Therefore, there is an opinion about the potential struggle of civil society with a democratic state.

A democratic state mainly decides which of the public interests are more or less important and is usually guided exclusively by the principle of ensuring its own support by the largest possible part of civil society, that is, it turns the law into arbitrariness.

However, the complete absence of the state cannot improve the situation. Abolishing the state is impractical, because it will in no way mean an expansion of the space for civil society. On the other hand, the isolation of civil society or its nationalization will cause meaningful distortion of its activity. Under these conditions, it is necessary to create an organizational and legal mechanism for the interaction of civil society and a democratic legal state based on the permanent participation of the people, public associations, other collectives of citizens in the management of state and society affairs, their influence on the organization and formation of the state apparatus, control over its activity *(Skrypniuk, 2000: 39).*

V. Polokhalo also sees a problem in the model of interaction between the state and the institutions of the current civil society in Ukraine. Revealing it, he suggests applying such a concept as "non-civil society". In his opinion, this typical society corresponds to a specific type of political regime with characteristic features: alienation of the majority of society from the government with simultaneous multidimensional dependence on it; unilateral submission of citizens to the rules and norms that regulate their private and public life, and at the same time – arbitrary, uncontrolled exercise of their powers by the state authorities; lack of a system of real guarantees of officially declared human and citizen rights on the part of state-authority institutions, a complete lack of effective legal foundations for the protection of an individual against officials; shadow appropriation, redistribution of property with dominance at all levels of the power hierarchy of shadowy, informal, clannish relations; the growth of corrupt political power, the shadow economy, and the criminal world; the dominance in the political process of nomenclature-corporate clans and their concentration of the entire political, economic and

informational power *(Skrypniuk, 2000: 40)*. In modern Ukraine, the state prefers to control a rather large sphere of social processes, and thus puts itself above civil society. However, for its approval, the state must be democratic and legal. The highest interests of civil society are protected by the rule of law and its institutions – legislation, courts, police, etc.

Civil society and democracy successfully complement each other only if there are healthy relationships in all spheres of life.

In the recent history of states, there were conditions when democracy had only an external expression, this is denoted by the term "facade democracy". In such states, strategic state slogans, basic legislation (Constitution) have a clearly defined democratic concept, and real mechanisms for its implementation are either absent or operate extremely ineffectively. One of the negative manifestations of "facade democracy" is the discrediting of democratic values among the population. Citizens who receive messages every day that their state is democratic, but in reality face the violation of their rights, while not being able to protect them, as a result, do not believe in the power of democratic leadership in the country. The loss of trust in democratic leadership among the population makes the state vulnerable to the reconstruction of authoritarian methods in the system of public administration *(Asanova, 2013: 34)*. Such a situation is also characteristic of Ukraine.

Another danger for democracy, which poses a potential threat from civil society, is the formation of so-called "coalition interests" and associations that show a tendency to unite and create groups based on organized interests. As a result, there is a quasi-state apparatus consisting of representatives of trade associations, trade unions, and various associations, the purpose of which is to obtain broad benefits for themselves from the state *(Skrypniuk, 2000: 38)*.

At the same time, the very participation of civil society in policy formation reveals its weaknesses, which can have a negative potential in relation to a democratic state. Thus, researchers point out that excessive "emancipation" of civil society institutions can turn them into an inexhaustible source of demands on the government that cannot be taken into account *(Bobbio, 2005: 117)*. In addition, stronger institutions are able to block the demands of less powerful ones, which can cause the polarization of society, the struggle of social blocs for control over the state, the violation of the basic democratic principle – "one person – one vote" *(Andriichuk, 2013: 121)*.

4. Ways of improving the interaction of civil society and democracy

Ways to improve the interaction between civil society and democracy should also be considered. The presence of freely formed support of the existing political regime by civil society determines the very possibility of its functioning as a democratic regime *(Skrypniuk, 2000: 44)*.

The relationship between a democratic state and civil society is impossible without a certain autonomy of the latter, since even developed democracies can degenerate into an authoritarian state *(Skrypniuk, 2000: 44)*.

Civil society and its institutions are capable of positively influencing both the general development of society (overcoming the "atomization" of society members, raising the level of its reflexivity, contributing to the growth of political consciousness of citizens, etc.), and the functioning of a democratic state (delivering the demands of society members to the state, contributing to the solution a number of problematic issues without state intervention). At the same time, civil society has weaknesses: the demands of its institutions can be unbalanced and burdensome for the state, and stronger institutions can block the voice of the weak *(Andriichuk, 2013: 123)*.

Civil society becomes the basis of a democratic state only on the condition that its interests and the interests of the state are not opposed, but constitute a unity of opposites. A democratic state is designed to resolve conflicts between the national interest and the interests of various subjects of civil society, and vice versa – in the process of activity of political parties, public associations, mass media, associations, etc., the interests of civil society must be transformed into the interests of the state. The need for such a theoretical-conceptual and practical-legal connection between civil society and state power is determined by the fact that even a democratic state is not able to constantly and adequately reflect the full range of public interests. Only civil society in the form of independent public organizations, parties, and movements can timely identify pressing needs and initiate the necessary legal, political, and state changes.

Democracy, as the basis of public administration, gains strength only where there is a commonality of interests and fundamental values that are shared by the majority of civil society *(Skrypniuk, 2000: 44)*.

In order to reduce the possible negative potential of civil society, self-regulation of the public sector should take place, establishing certain generally accepted standards and principles of their activity. The state and behavior of civil society institutions significantly depends on the state's attitude towards them, the level of its democracy *(Andriichuk, 2013: 121)*.

The problem of the interaction of democracy with the institutions of the current civil society in Ukraine should be solved by the state choosing a model of interaction with civil society. In contrast to models of struggle for spheres of influence or guardianship, a model conducive to democracy should involve partnerships between the state and civil society with a clear division of tasks and functions. Particular attention needs to be paid to the "style" of public administration, for which openness and transparency, flexibility, readiness for negotiations and consultations with all "interested parties", sensitivity to the needs of various institutions of civil society and the desire to find opportunities to take them into account are important. In this context, the concept of a "proximate" state is relevant, which implies attention and sensitivity to citizens, interest in their opinion, empathy, lack of difference in levels and formalism *(Andriichuk, 2013: 122)*.

Justice and a clear and transparent decision-making procedure are also an important feature of a "closer" state. Under such conditions, there is a high probability that even unpopular decisions, the inability to take into account certain demands of civil society will be perceived by its members positively rather than negatively. Thus, studies show that citizens are more inclined to agree with the decision of a state body if the conditions in which they were adopted are considered fair. Attention and justice on the part of the state body, even in the case of a negative decision, contributes to the positive self-assertion of a citizen who feels a certain "status" in the eyes of the authorities *(Rozanvalon, 2009: 208-209)*.

"Proximity" to civil society, constant dialogue with its institutions contributes to the establishment of the legitimacy of the state, reduces opposition from society and provides an opportunity to implement the chosen strategy of state management. In addition, in such conditions, civil society institutions become certain "legitimizing mediators" that increase state legitimacy *(Tsokur, 2011: 93)*. On the contrary, the state's unwillingness to dialogue, to search for compromise ways of taking into account the interests of civil society institutions, on the contrary, stimulates the development of their negative sides, increases the level of aggressive pressure on state policy, which undermines its legitimacy. Thus, the paradox is correct that a democratic civil society needs a democratic state, and a strong civil society needs a strong and responsive state *(Andriichuk, 2013: 122)*.

Still, civil society and democracy have a significant potential for mutual influence. At the same time, it is more productive to focus on the positive influence of civil society on the development and strengthening of democracy than on its "negative" functions in the context of the struggle against the political regime *(Andriichuk, 2013: 123)*.

Thus, for the civil society in Spain and the further democratization of public life, the following are the urgent tasks: further and constructive interaction between civil society and the youth; guarantee and full provision of human rights and freedoms; ensuring conflict-free, consensual cooperation among all branches of government; overcoming the economic crisis; further development of the banking economy; increase in political and political culture in all objects of cyclical relations.

5. Conclusions

Therefore, the interaction of civil society and democracy in Ukraine can have negative aspects and problems. Namely: the action of democracy outside civil society and the transformation of power into an authoritarian one; undeveloped mechanisms for the implementation of democracy; loss of confidence in democratic leadership; the creation and operation of a para-state apparatus made up of representatives of various associations, the purpose of which is to obtain benefits for themselves from the state; unjustified civil society pressure on the government and the transformation of civil society institutions into an inexhaustible source of demands on the government; insufficient network of representative and institutionally developed public formations capable of participating in management at the local, regional and national levels; a non-partner model of interaction between the state and the institutions of civil society in Ukraine (alienation of the majority of society from the government while simultaneously dependent on it; unilateral submission of citizens to norms, and at the same time – arbitrary, uncontrolled exercise of its powers by the state government; lack of a system of real guarantees of officially declared human rights and the citizen on the part of state-authority institutions, the lack of effective legal foundations for the protection of the individual against officials; the dominance at all levels of the power hierarchy of shadowy, informal, clan relations; the dominance in the political process of nomenclatural-corporate clans and their concentration of all political, economic and informational power).

Among the ways of solving problems, overcoming negative phenomena and improving their relationship between civil society and democracy, it is worth proposing: establishing, on the basis of a social contract, common interests and fundamental values that would be shared by the majority of civil society; actual support of the existing political regime by civil society; autonomy of civil society; transformation of the interests of civil society into the interests of the state; establishment of generally accepted democratic state standards and principles of civil society activity; the state's choice of partnership relations as a model of interaction with civil society; permanent dialogue between the state and institutions of civil society; public control over the activities of the state and the implementation of democratic procedures; fairness and clarity and transparency of the democratic decision-making procedure in the state; timely identification of urgent needs by civil society and initiation of necessary legal, political and state changes, etc.

Scientifically based legal and organizational mechanisms of interaction between institutions of civil society and democracy in Ukraine can become promising research in this direction.

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CHARACTERISTICS OF THE PERSON WHO COMMITS BURGLARS COMBINED WITH PENETRATION INTO A DWELLING, OTHER PREMISES OR STORAGE

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Summary

This article examines the issue of criminological characteristics of offenders who commit robberies combined with breaking into homes, other premises or storage facilities, and also analyzes the current criminological situation in the field of committing robberies combined with breaking into the above-mentioned facilities. Separate features of persons who commit robberies are also highlighted, in particular, their average age, social roles, moral and psychological characteristics and criminal-legal characteristics. Attention is drawn to the negative attitude of offenders to generally recognized social values, approved rules of conduct and duties that must be observed in society. In addition, a developed system of measures designed to increase the effectiveness of prevention of these types of criminal offenses is presented. The author identified the factors that are related to the formation of the personality of criminal offenders, as well as differentiated the main reasons and conditions that affect the increase in the number of robberies, provided for in Part 3 of Art. 187 of the Criminal Code of Ukraine.

Keywords: criminological characteristics, the offender, characteristics of the offender, robbery, preventive measures, socio-demographic characteristics, criminal-legal factors.

1. Introduction

The history of the development of Ukraine and Ukrainian society shows that the level of crime increases precisely when the state is in a crisis situation or during the period of reforming various spheres. Currently, our country is going through a series of reformation upheavals and a war, accordingly, a complex of negative consequences is being created, among which one of the leading places is the relentless growth of crime, which threatens the safety of people, society, the state, property, etc.

Special attention is drawn to the sharp increase in self-interested and violent criminal offenses. Robbery is one of the most widespread and actively progressing criminal offenses belonging to the block of self-interested violent encroachments. Its growth trend indicates the «popularization» of robberies in general, including those combined with breaking into a home, other premises or storage. This type of criminal offense becomes the most optimal and attractive way to get rich quickly.

A detailed analysis of scientific publications indicates that the personality of criminal offenders was considered as a structural element of the criminological characteristics of robberies in the works of such scientists as Bandurky, O.M., Yemelyanova, V.P., Kryvochenka, L.M., Krigera, G.L., Kund, V.G. usa, Kutsa, V.M., Litvynova, O.M., Melnyka, M.I., Mykhailova, M.P., Panova, M.I., Trubnikova, V.M., Borzenkova, H.M., Vladimirova, V.O., Hauhman, H.M., Gelfera, M.A., Dolgovoi, A.I., Isayeva, M.M., Luneeva, V.V., Lyapunova, Yu.I., Tishkevich, I.S. and other scientists.

The purpose of this article is the criminological characterization of an offender (persons of offenders) who commits robberies combined with breaking into a dwelling, other premises or storage, establishing the real modern criminological situation that has developed in the field of committing robberies, as well as highlighting measures that increase the effectiveness of the prevention of the specified types of criminal offenses.

2. The doctrine of the identity of the offender

The study of the person of the offender has several meanings: scientific and cognitive, practical. They specify in themselves the problems of determining robberies combined with breaking into a home, other premises or storage and fighting them. Successful prevention of these criminal offenses is possible if attention is focused on the personality of the offender because it is the main reason for their commission. It can be argued that this personality is the main and most important link of the entire mechanism of illegal behavior. Its features that give rise to such behavior should be the direct object of preventive influence. Therefore, the problem of the personality of the offender is the main and at the same time the most difficult problem of criminology *(Hryshchuk, V.K., 1998)*.

Providing a generalized description of offenders, it is necessary to keep in mind that this contingent consists of persons who differ significantly in age, social status, development and stability of deformity, antisocial orientation and readiness to choose criminal behavior. Based on these differences, in the criminological literature, according to the nature of the criminal offenses committed, such types of persons are distinguished as: violent-aggressive, self-serving, self-serving-violent, maladaptive. At the same time, according to the depth of antisocial orientation, four types of offenders are distinguished: accidental, situational, unstable, malicious *(Danshyn, I.M., Holina, V.V., Kelman, O.H., Lysodied, O.V., 2003)*.

In the theory of legal science, there are various approaches to the structuring of forensically significant information about the person of the offender, in particular R.L. Akhmedshin developed the structure of the criminalistic characteristics of the offender's personality, in which the following elements are highlighted: 1) the personal level of the offender's values (which is of interest to a person in the outside world); 2) the personal level of the offender's relationship (what drives a person to achieve his interest); 3) the personal level of harassment of the offender (how the person realizes his interest) *(Akhmedshyn, R.L., 2006)*.

3. Personal features of criminals who commit robberies

Along with this, Prokhorova, M.I. revealed the features of persons who commit robberies: 1) a significant increase in the level of offenders previously convicted of selfish and violent criminal offenses; 2) more than half of the offenders did not have a permanent source of income; 3) the number of minors prone to an antisocial lifestyle has increased among offenders; 4) the indicated contingent of offenders has become younger, most of the robberies are committed by men aged 21 to 25; 5) the majority of offenders began to be people who do not have families.

The age of offenders can be classified according to certain age groups that have the greatest criminogenic activity. In particular, more than half of such criminal offenses are committed by individuals aged 21 to 29. Compared with the commission of robberies provided for in Part 1 of Art. 187 of the Criminal Code of Ukraine (hereinafter the Criminal Code of Ukraine), this

age limit is slightly increased, because criminal offenses are provided for in Part 3 of Art. 187 of the Criminal Code of Ukraine require much greater audacity and preparedness. But the most criminogenic group of the population are individuals who have reached the age of 30 to 49: their share in the overall structure of crime is approximately 47%. They commit 36% of particularly serious and 35% of serious criminal offenses *(Kelman, O.H., 2005)*.

As for socio-demographic characteristics, robberies combined with breaking into a home, other premises or a storage room are overwhelmingly committed by men. If we take it as an example, then in the total population of robberies, the specific weight of women is 6,5%, and among robberies committed with penetration – 0,8%. The dominance of the male factor, based on the analysis of criminal proceedings, is caused by the fact that the commission of robberies with penetration into a dwelling, other premises or storage is connected with the use of physical force, which, according to physiological capabilities, is not inherent to a woman *(Seletskyi, S.I., 2008)*.

The analysis of investigative practice proves that in 62,4% of cases, the offenders committed a robbery based on a prior conspiracy by a group of people. The quantitative composition of such groups counts from two to four subjects of criminal offenses. It is worth noting that about 44,1% of people previously committed selfish and selfish-violent criminal offenses. The following pattern can also be observed - the more convictions a person has for criminal offenses provided for by Articles 186 and 187 of the Criminal Code of Ukraine, the more often his illegal activity in the future occurs as part of a group.

According to Kozhuhanov, N.M., the specific features of individuals who commit robbery in a group are embodied in the following main features: they are mostly men (96%), healthy mentally and physically (84%), but 11% of them had a physical or mental illness, and 2% were the disabled; the age of every second convicted of robbery is from 18 to 25 years, as well as criminally active age groups from 26 to 29 years (18%) and minors (16%); criminal offenders have a low educational level (54%), are prone to a marginal lifestyle, are not married (84%), by the time of robbery or robbery in a group, offenders already have criminal experience (69%).

According to the statistical data of the Office of the General Prosecutor of Ukraine, in recent years the circle of individuals prone to committing robberies in a group has significantly expanded. Members of a group of robbers or robbers are not always marginalized, as was previously accepted in scientific circles. They have a permanent source of income in 29% of cases.

Scientific research proves that the majority of people who have committed criminal offenses provided for in Part 3 of Art. 187 Criminal Codes of Ukraine have an average level of general education and humanitarian knowledge, a narrow worldview, and a desire to compensate for low material opportunities by committing criminal offenses.

Regarding other socio-role characteristics: profession, presence or absence of a permanent place of work, level of financial situation, we note the following. The level of education of people found guilty of criminal offenses provided for in Part 3 of Art. 187 of the Criminal Code of Ukraine, this is incomplete secondary education – 2,6%, secondary – 78,7%, professional and technical – 9%, higher – 9,7% *(Klochko, A.M., Myslyvyi, V.A., 2014)*.

Information about the social status and occupation of people who committed robberies, combined with breaking into a dwelling, other premises or storage, show that 50% of offenders were not married or were divorced before committing the criminal offense. In general, the study of criminal proceedings shows that among people who commit property crimes with the use of violence, the specific weight of people who have never been married or whose families have broken up is high. That is, it can be argued that the latter is connected with the anti-social way of life led by individuals who commit robberies *(Matyshevskyi, P.S., 1996)*.

4. Signs of the offender's identity

Modern criminologists identify the following characteristics of the offender:
a) socio-demographic;
b) moral and psychological;
c) criminal-legal.

Socio-demographic characteristics of an offender are an important factor in the formation of psychological, including moral, qualities of a person. It should be noted that the subjects of robberies combined with breaking into a dwelling, other premises or a storage room differ in their negative attitude towards the observance and fulfillment of their social duties and legal norms, as well as the conscious choice of illegal means of satisfying their own needs and desires, etc.

In general, people who commit robberies combined with breaking into a home, other premises or a storage room are characterized by such general ethical and psychological characteristics as a one-sided, primitive consumer orientation, constant denial of generally accepted human values, an exaggerated idea of the value of material goods, a one-sided negative attitude to the interests of society and its citizens.

Individuals who commit the specified type of criminal offenses treat ethical values and other social norms with disrespect. Psychologically and in terms of identifying personal characteristics, they are the closest to persons who commit violent criminal offenses. We believe that this is explained by the fact that robberies combined with breaking into a home, other premises or storage are always characterized by violence, which is applied not only to property owners, but also to anyone who prevents or may prevent the offender from realizing his plan and achieve your goal. Such robberies are very often associated with the infliction of serious bodily injuries or the killing of the victims. Such severe consequences testify to the psychological readiness of criminal offenders to use any type or degree of violence, if it is required to achieve the set goal - taking possession of someone else's property.

Willpowerof a criminal offender include the ability to consciously regulate his behavior, the ability to make and implement decisions necessary to achieve the goal. It is worth noting that the vast majority of criminal offenders are characterized by strong willed qualities, which are aimed at satisfying the anti-social needs of a specific person or group of people. Therefore, others of them, who are characterized by weak will, susceptibility, inability to resist this influence, get involved in common illegal activities *(Douglas, John E., Burgess, Ann W., Burgess, Allen G., Ressler, Robert K., 2015).*

Combating criminal offenses cannot focus only on the individuality of each offender, it must take into account the so-called heterogeneous contingent. Committing criminal offenses of this group is one of the main, and often the only, sources of income for 60% of offenders.

A significant number of offenders who commit robberies combined with breaking into a dwelling, other premises or storage are people who do not have a permanent job, but have certain financial obligations. Another category is criminal offenders who have been released from prison and cannot find legal employment. Their approximate number is 79% *(Teliichuk, V.H., Nykyforchuk, D.I., 2007).*

In view of this, a comprehensive study of the identity of a criminal offender should not be limited to the establishment of individual characteristics, which quite often give only a superficial characteristic of the person, but a comprehensive study of all characteristics in their in-depth interaction should be conducted. This approach is a guarantee of a more complete identification of the factors of the genesis of the criminal offender's personality in order to apply appropriate measures to counter the commission of new criminal offenses.

5. Conclusion

Summarizing the results of our research, we can formulate some conclusions. Factors related to the formation of the personality of criminal offenders who commit robberies (provided for by Part 1 of Article 187 of the Criminal Code of Ukraine) are in many respects similar to the factors that form the personality of criminal offenders who commit robberies combined with home invasion, other premises or storage (Part 3 of Article 187 of the Criminal Code of Ukraine). Therefore, the set of preventive measures for the prevention of these criminal offenses can be based on the set of measures for the prevention of all selfish and violent criminal offenses. At the same time, attention should be paid to organizational and technical measures, as well as to improving the interaction of law enforcement agencies and individual citizens.

The main reasons and conditions affecting the increase in the number of robberies combined with breaking into a home, other premises or a storage room are a temporary difficult financial situation; high level of unemployment; lack of material means of subsistence; negative impact of the microenvironment; installation for enrichment by any means and methods, etc.

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THE OIL AND GAS INDUSTRY OF THE CARPATHIAN IN THE PERIOD OF THE SECOND SOVIETIZATION OF WESTERN UKRAINE LANDS 1944–1953

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Summary

During the second Sovietization of Western Ukraine, they were accompanied by an intensive process of industrialization. The top leadership of the USSR set high goals: to quickly catch up with all other regions of the USSR in heavy industry, the reconstruction of old plants and factories, as well as the development of new ones. The main task was set for the oil and gas industry, the minerals of which Prykarpattia was rich. The article analyzes the process of Soviet industrialization in this chronological period, as well as the development of the first refineries. In the Ivano-Frankivsk region (then Snanislav region) began the active construction of oil and gas pipelines, towers and began transporting oil and gas not only in Ukraine but also in Moscow and Belarus. The article presents an analysis of statistical data on oil and gas production for different time periods. The main conditions for the development of heavy industry in Prykarpattia are revealed. At the same time, the development of industry led to the impoverishment of the region's population, eviction and deportation of dissatisfied people outside the country. However, new methods and ways of extracting and refining petroleum products were invented, which eventually led to the construction of large plants, factories and enterprises. The oil and gas industry remained an important spectrum of economic development in Prykarpattia. The development of this industry during the second Sovietization led to a rapid pace of industrialization.

Keywords: oil, gas, industrialization, Prykarpattia, development, sovietization, fast growth, oil fields, enterprises.

1. Introduction

The end of the Second World War started a new round in the development of the western Ukrainian lands. Western Ukraine was included in the Ukrainian SSR. With the arrival of the second "soviets" the so-called process of "the second sovietization of the western Ukrainian lands" began, including Prykarpattia. The process was very difficult and painful, since the free people of western Ukraine had no intention of putting up with the Soviet yoke, which they tried long before the war.

The process of the second Sovietization of Prykarpattia took place in all directions and sectors of economy, culture, education, and social life. However, the Soviet authorities were particularly interested in the oil and gas fields of Prykarpattia, as well as in minerals. One of the industries that was immediately nationalized and came under development was the oil and gas industry.

2. Analysis of recent research and publications

The development of the oil and gas industry in this region was practically not investigated and studied by historians. There are only separate mentions and developments. Researcher Stasiv M. in his explorations mentions minerals and gas deposits in the territory of Prykarpattia and the Lviv region. The researcher mentions that this branch of the economy is quite old in Western Ukraine and was successfully developed even before the arrival of Soviet power. Also, information about the development of this industry can be gleaned from the general historical surveys of the economic direction: "The state, problems and prospects of the development of the oil and gas complex of the Western region of Ukraine. Abstracts of reports and announcements of the scientific and practical conference", "The prosperity of the economy of the western regions of the Ukrainian SSR (1939–1964)".

3. The purpose of the article

The purpose of this article is to highlight the development of the oil and gas industry during the second Sovietization of the Carpathian region. To reveal the main aspects of this process, to characterize the economic opportunities of the region, to describe the Sovietization process itself and its significance for the development of the economy of Stanislav region in general.

4. The second boom of the oil and gas industry of Prykarpattia

The second heyday of the oil and gas industry in Prykarpattia was in the 1950s. At that time, all the oil fields of Prykarpattia were transferred to the "Ukrnaftavydobuvannya" trust. The complex of geological prospecting contributed to the discovery of many new fields: in 1951, an influx of oil was received from the Deep Fold of the Bytkiv-Babchenskoye field, at that time Dolynske, Severo-Dolynske, Starosambirske, Gvizdetske, Pnivske, Pasichnyanske, Spaske, Strutynske, Oriv-Ulychnyanske were discovered, Stynavskoye deposits. The widespread introduction of new methods of drilling, intensification of fluid flow and production has begun *(Stasiv, 1959: 24)*.

In August 1944, after the reestablishment of Soviet power in Western Ukraine, the second, fourth, eighth and ninth oil fields in the city of Boryslav, the fifth – in the village of Skhidnytsia and the third, which united Ustriki, Chorna and Strilbychi. Also, in August 1944, by a decision of the People's Commissariat of the Oil Industry of the USSR, the management of "Ukrnaftokombinat" was organized in Lviv, which combined oil and gas production and their processing *(State, problems and prospects of development of the oil and gas complex…, 1995: 123)*.

In 1945, the management system of the enterprises of the complex was reformed on a branch basis. On the basis of the management of "Ukrnaftokombinat" the following State Association "Ukrnafta" was created in the city of Lviv with departments in the city of Boryslav, and later the State Association "Ukrnafta" was located in the city of Drohobych and the capital of Ukraine – Kyiv. "Ukrnaftozavody" trust – in Drohobych and "Ukrgazvydobutok" trust – in Stryu. On June 11, 1945, the training and course combine of the State Association "Ukrnafta" began operating in Boryslav *(Petrovskyi, Hrynovets, Lutsyk, Mykhailov, 1964: 152)*.

In 1946, the gas industry in Ukraine was separated as an independent industry, and the State Association "Ukrgaz" was created, with management located in the city of Lviv. In 1966, the production management of "Ukrgazprom" was created, which first, gas production companies were subordinated, and later – gas transportation, drilling, gas processing enterprises, research institutes *(Ukrainian oil and gas science. 1899–1999, 1999: 45)*.

In 1946–1947, the gas pipelines "Dashava-Kalush-Galych-Dobovtsi", "Bendery-Stanislav" with a total length of 115 km and a capacity of 500,000 m³ per day were built. And in October 1948, the main 500 km Dashava–Kyiv gas pipeline, which was built during 1946–1948, was put into operation. 534.4 km of pipes were laid. The productivity of the gas pipeline is 5.4 million m³ per day, at that time the longest gas pipeline in Europe, in 1951 it was extended (through the city of Bryansk) to Moscow (Dashava–Moscow is 1,530 km long), and later it was also built from the city of Dashavy to the city of Minsk and through the city of Vilno to the city of Riga *(Ovcharenko, 2007: 405)*.

From the territory of Ukraine, for the first time in the world, natural gas was supplied for export – to Poland in 1944. Gas from the fields of Lviv Oblast was transported abroad through the Opari-Sambir-Peremyshl-Stalyova Volya gas pipeline (210 km long, 300 mm in diameter), which was built during the German occupation and reconstructed by "Ukrgaz" during 1944–1945. In a short period of time, the technology of interstate gas transmission was developed and a gas transmission point was built in the village of Drozdovychy, Mostysky District, Lviv Region *(Boiko, Bratychak, Dosyn, Kolodii, Kruhlov, 1999: 91)*.

In 1950, the first powerful well in the Valley yielded oil. In 1952, the oil production company "Dolinanafta" was established here. During 1950–1955, oil production in the Dolyna Oil District increased 20 times. In 1953, the Bytkiv drilling office was established on the basis of the Bytkiv oil industry and Nadvirnya oil exploration, and in 1957, the Nadvirnafta oil production enterprise. All enterprises of the industry are members of the "Ukrnafta" association. In 1969–1972, the reorganization of the association "Ukrnafta" was carried out *(Lukinov, 1987: 304)*.

Galicia had the following administrative division: four mining districts with district mining governments in Kraków, Jaslo, Drohobych and Stanislaviv (now Ivano-Frankivsk).

The oldest branch of industry in the western region of Ukraine, along with forestry, is the oil industry, which was started in the first half of the 19th century. as small peasant industries. Later, this fishing was separated from agriculture and turned into an independent branch of industry and was concentrated around such cities as Boryslav, Nadvirna, Dolyna. At the time of the Second Polish-Lithuanian Commonwealth, 270 different companies produced oil, and of the 23 oil refineries, only 12 worked more or less normally, which carried out processing in a backward way using cubic batteries. The reunification of Western Ukrainian lands with Soviet Ukraine really "became a turning point" in the development of the oil and gas industry. Although the prospects for the development of one or another deposit were officially taken into account as a whole, predatory exploitation of the oil field took place on a critical scale. Only in the first year of "liberation" almost eight hundred wells were rebuilt and put into operation here. In the post-war reconstruction period, the well was restored and partially reconstructed. The Soviet authorities created a geological service – the Carpathian Oil Research Institute. In the total production of oil in the USSR, the specific weight of Carpathian oil was insignificant, but its role in the national economy of the Ukrainian SSR is extremely large. The Western Ukrainian oil and gas region is located at a considerable distance from the main oil regions of the USSR. The presence of own deposits made it possible to refuse the irrational importation of petroleum products here *(State Archive of the Ivano-Frankivsk Region: 170)*.

The uniqueness of the Prykarpattia oil fields is the high content of dissolved gas in the formation oil. This required determining the method of deposit development: with gradual depletion of reservoir energy or with its maintenance by injecting water under pressure into the reservoirs. In the oil production industry of the USSR, the experience of developing deposits similar to Carpathian was not enough, and accordingly, the dynamics of the main parameters, substantiated by scientific research institutes, were only being developed. The rational mode of deposit development dragged on without stopping the forced selection of hydrocarbons and the decline of reservoir energy. Making decisions about the expediency of maintaining formation energy by water injection took place with great delay. Due to the economic impracticality of maintaining reservoir energy, other deposits were developed in the natural mode – the mode of dissolved gas. In the western region of Ukraine, Nadvirnya Oil Refinery No. 14 (Stanislav region) was one of the first in the republic to start producing products. In the second half of the 40s of the XX century. active geological exploration work continued in Prykarpattia. In 1948, a new oil field was opened in the village of Battles of Nadvirnyan district. Thanks to the application of new technologies at open wells, oil production gradually increased. The formation of one of the largest oil and gas production enterprises in the Ivano-Frankivsk region – Dolynsky began on August 30, 1950, when the accident that occurred during the drilling of exploratory well No. 1 was eliminated. The open fountain of oil and gas flow confirmed the presence of deep oil structures. Therefore, this date is considered the opening day of the Dolyna oil field. Some sources state that it was discovered as early as 1935, when from shallow wells drilled on the lands of the village In Pidlovche, minor inflows of oil have been received. Oil from these wells is rich in gasoline fractions and, according to eyewitnesses, was used as fuel during the Second World War and in the first post-war years. With the gradual drilling of the area of wells and the increase in oil production, a site was created, which in 1952 grew into the expanded Dolyna Oil Industry No. 1. In 1957, the Dolyna Nafta oil production management was established on its base, which was transformed in 1970 into the Dolyna Naftogaz oil and gas production management *(Guziychuk, 2013: 45)*.

In 1958, a progressive method of oil extraction was introduced for the first time in the USSR at the Dolyna oil field – one well from two horizons. In a short time, the Dolyna oil industry took the first place in the republic, its oil had the lowest cost price. At the same time, in 1958, the oil refinery in Nadvirna was reconstructed and expanded. An electric desalination and bitumen plant, a paraffin workshop, and an atmospheric-vacuum plant were put into operation there. Using local raw materials, the plant increased the output of gasoline, kerosene, diesel fuel and other petroleum products every year. With the introduction of the power transmission line Stryi-Ivano-Frankivsk-Nadvirna and the connection of the Nadvirnya oil refinery to it, the electrification of labor increased almost 18 times. This made it possible to mechanize the processes of pouring and loading oil, bitumen, paraffin *(History of cities and villages of the Ukrainian SSR, 1971: 415)*. Dolynske oil field was the largest in terms of hydrocarbon reserves. The growth of oil production at the Dolyna field took place until 1966. This was due to the commissioning of new wells, as well as the development of the North Dolyna and Spaska fields in 1960, and the Strutynsky field in 1962. The maximum production of associated gas – 1.2 billion m3 – reached in 1963, and oil – 2002 million tons – in 1966 *((State Archive of the Ivano-Frankivsk Region: 243)*. If in 1963 4,713,000 barrels of oil were produced in the Ukrainian SSR, then in Ivano-Frankivsk – 2,495,000, Poltava – 747,000, Chernihiv – 667,000, Sumy – 477,000, Lviv – 213,000, Kharkiv – 104 thousand tons *(Gubina, 1993)*. The production of oil was accompanied simultaneously with the release of accompanying gas. Natural gas

in the Carpathians began to be extracted in 1923 at the Kaluska deposit, and in the 1930s. processing of oil gas fractions was organized in Bytkovo and Ripny. In 1946, the Soviet People's Committee of the USSR passed a resolution on the construction of the first gas pipeline in Ukraine, Dashava – Kyiv, 512 km long, which was put into operation on November 17, 1948, and later extended to Bryansk and Moscow. After the commissioning of the gas pipeline in Lviv, the association "Ukrgaz" is created, which includes all operational departments of the region's gas industry. The "Ukrgazvydobuvannya" trust is organized on the basis of the Stryi operational management.

At the end of the 1950s, processing of spent valley gas at carbon black plants was established. At the same time, the construction of the gas pipeline "Kosiv – Chernivtsi" and "Nadvirna – Stanislav" began. The preparation of gas resources of the western regions of Ukraine ended with the introduction of the powerful Bilche-Volitsa gas field into development in 1956, from which about 40 bcm of gas was extracted. It is located northeast of the city of Stryi and 8 km from the Uger gas field. In terms of reserves, it turned out to be the largest in Prykarpattia. In addition, such gas fields as Svidnitske and Severnya Medenytsia in Lviv Oblast and Kosivske in Ivano-Frankivsk were discovered. During these years, two new gas fields were explored – Rudkivske and Kadobnynske, with a free flow of wells from 200 to 600 thousand m3 per day. Production from the Carpathian deposits grew at a tremendous pace and in 1955 produced 48% of the Union's gas *(Mysiovych, 2012: 183)*.

As of January 1, 1962, industrial reserves of natural gas in the western regions of the republic amounted to 111,2 billion cubic meters *(State Archive of the Ivano-Frankivsk Region: 100)*. In the middle of the 20th century a network of gas pipelines of the republic was built: "Uhersko – Gnizdychiv", "Ivano-Frankivsk – Uhersko", "Bilche – Volitsa – Lviv – Lypnyki", as well as "Shebelinka – Kharkiv", "Shebelinka – Dnipropetrovsk", "Shebelinka – Belgorod". The rapid development of Ukraine's gas industry began with the discovery of the Shebelinsky gas condensate field. It was Shebelinka that became not only a proving ground of the former USSR for testing and implementing progressive methods of development and operation of deposits, but also a forge of personnel for the industry. Specialists trained in Shebelynka subsequently held management positions in the surrounding Kharkiv Council of State Farm, the association "Ukrshidgaz", the Kharkiv, Poltava and Crimean gas industry administrations, the apparatuses of Ukrgazprom, Derzhnaftogazprom of the USSR, Mingazprom of the USSR, in the organizations of the republics of Komi, Yakutia, Uzbekistan, other regions and in leading scientific organizations of the USSR *(The oil and gas industry of the USSR, 1966: 561)*. Until the 60s of the last century, the main source of gas in Ukraine was the gas fields of Prykarpattia, which did not contain hydrocarbon condensate. With the commissioning of the new gas condensate field in Shebelynka, difficulties arose in preparing the gas for further transportation.

The history of the development of the ozokerite industry in Prykarpattia is closely related to the history of the oil industry. Ozokerite outcrops occur in areas of oil production. Due to the fact that the practical value of ozokerite ("earth resin", "fat") was not known, serious attention was not paid to it. In addition to the Boryslav ozokerite industries, ozokerite was mined in the Carpathian region of Truskavets, Staruna, and Dzvynyach. Artisanal ozokerite fishing also existed for some time in the Polyanytsia and Nebylyu deposits. During the entire post-war period, the development of the ozokerite industry in the Carpathian region received great attention. In Boryslav and Dzvinyachi, new mines were built and old ones were restored. If in 1946 852 tons were mined, then in 1967 – 1236 tons *(Buben, Holovatyi, Stoievskyi, Fedunkiv, 2005: 76)*.

The rapid pace of development of the oil and gas industry was ensured by the equipment working on electric drives. If earlier the passage of new wells per day was measured in centimeters, then the new powerful turbine drilling rigs made it possible to go deeper by tens of meters. The extremely productive turbine drilling method made it possible to put the wells into operation according to previously determined schedules. From year to year, the number of automations, which were powered by electricity, increased. Electric engines completely replaced steam engines. At oil production enterprises, the replacement of the swab and auger method of production by deep pumping has been going on. Primitive methods of drilling were replaced by more advanced ones – rotary and turbine, diamond bit. In turn, the electric drill made it possible to drill deep oil and gas wells several times faster than with turbine and rotary methods. Wells drilled to a great depth made it possible to put into operation oil reserves in deep horizons – 5 thousand m *(State Archive of the Ivano-Frankivsk Region: 173).*

5. Conclusions

So, the history and geography of the oil and gas industry of Ukraine in the middle of the 20th century underwent fundamental changes. If in the 1950 the center of mining was the Carpathian region, then in the second half of the 1960s it moved to the Left Bank – in Dnipro-Donetsk. However, in the oil and gas production industry – one of the leading sectors of the economy of Ivano-Frankivsk and Lviv regions – the main attention was paid to expanding production volumes and improving production technology. In the period under study, there was a "real boom" and the pursuit of oil and gas. The rapid development of the oil and gas industry is connected with the introduction of the latest technologies. Thanks to the widespread introduction of turbo-drills, the average speed of drilling wells has doubled. The short-lived square chisel was replaced by a diamond chisel. The expansion of production capacities and modernization contributed to the increase in the production of oil products, while labor productivity and capital return increased. The gas industry has very quickly turned into the most powerful modern energy industry. Freeing tens of thousands of workers, it reduced the burning of firewood, coal, and fuel oil several times, and made the environment cleaner. At the same time, the same problems were inherent in the oil and gas industry as in other branches of the socialist economy. The main goal was to exceed the oil and gas production plan (in contrast to the pre-Soviet era, when the Austrian and Polish authorities regulated the maximum exploitation possibilities of each oil field).

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RESPONSIBILITY OF BEING A "HIPSTER"
IN A WARTIME IN UKRAINE

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Summary

The focus is on the fashion practices of Ukrainian youth, so called 'hipsters', during the war. In the essay we move beyond understanding hipsters as a meaningless youth subculture of cultural appropriation and recombination. Instead, we consider hipsters as a force of resistance in cultural and war front lines. Ukrainian events proved that hipsters are not only about sophisticated consumer choices and humane ecological changes. A new public aesthetic for Kharkiv is considered on the example of the Nikolsky shopping center, which was built taking into account the new demands and tastes of hipsters. Despite its recent history, Nikolsky suffered from the bombings, but managed to reopen its doors and became one of the symbols of Kharkov's resilience and rebelliousness. The hipster rebellion is considered as the creation of a new liberation aesthetic and ethic in Ukrainian society. The key features of fashion behavior in the context of deglobalization processes are outlined, and vectors for future research are proposed. The work was done with support of the Solidarity Fellowship, sponsored by the Institute for Human Sciences (Vienna).

Keywords: fashion studies, sociology of hipsters, deglobalization, public aesthetics, Ukrainian resistance.

1. Introduction

Since Russian forces invaded Ukrainian cities and destroyed 'normal' everyday life, including trade infrastructure, our society has become the heir to the counter-cultural movements of the late 1960s, which vigorously challenge the status quo. Each subsequent decade of the post-war era saw this shattering of social standards, riots and struggles that revolutionized all aspects of music, art, government and civil society. But after punk was plasticized and hip-hop lost its impetus for social change, all the previously dominant currents of "counter-culture" merged together (Mark Carrigan). Now the mutation and transatlantic mixing of styles, tastes and behavior has come to the Ukrainian context to define the generally vague idea of a hipster. The term implies insincerity or unoriginality, even "the end of Western civilization"[1], but it is used to refer to some very hot and sincere practices: cycling, food, activism (Matt Lodder). The term "hipsters" refers to a subculture and economic class with particular consumer preferences.

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[1] Douglas Haddow believes that the counterculture has mutated into a self-absorbing vacuum.

2. A hipster at war

These materials are the result of thinking about two questions about the nature of modern subcultures: How are hipsters, for example, able to exist during war, how do they manage to maintain the cohesion of a group that is constantly undergoing internal changes? And why do "skinny jeans" – a new kind of hipster subculture – reflect major sociocultural changes? The pursuit of these grandiose questions is undoubtedly very ambitious. Although this study will not give direct and comprehensive answers, we offer some generalizations about hipsters and sociocultural shifts in general.

From the point of view of the first question, I believe that shared aesthetic standards are promoted in social networks, blogs and sites, which allows to achieve a high degree of stylization, to offer a hybrid aesthetic that quickly responds to the threat of proliferation and mass consumption. Many of the fashionable innovations actualized today among Ukrainian hipsters represent modern appropriations into national, in the political sense, or traditional, in the folklore sense, cultural forms based on objects and symbols, respectively, of statehood and national clothing.

Examples include yellow and blue ribbons, embroidery elements – a common hipster fashion accessory in addition to acting as a visual guide to the transformation of the sign from a symbol of solidarity with the Ukrainian Military Forces (ZSU) into a very popular everyday trend.

Bricolage, the artificial use of objects from various sources in one's clothing, provides hipsters with a means to express dissent in the growing landscape of mass consumer goods. Hipster style develops for the sake of provocation. They must become hyper-consumers to remain socially distinct. The events of the Russian aggression turned the Ukrainian national symbol into a marker that signaled the difference from the lifestyle of the majority. Hipsters as a transatlantic phenomenon show extreme apoliticality, but the Ukrainian context demonstrated the unexpected politicization of broad swaths of young people who, before the winter events in Kyiv, Kharkiv and other cities of Ukraine, had no acute social involvement.

3. Deglobalization

What explains the Ukrainian hipster aesthetic aside from its obvious deviation from typical or normal clothing? I believe that the romance of the Maidan revolution of Dignity in 2014 year, which extends far beyond appearance: what a person eats, where and with whom he spends his free time, and what music he listens to – all variables involved in the construction of taste.

The motivation in the consumption structure of this subgroup after Maidan is the "choice of civilization." This choice today implies a rejection of the idealism of the past or any established norm of the globalized world, and an orientation towards a regional center. Ukrainian people with a high taste in hipster culture are more likely to bring ideas or styles from different eras, American pop-culture and a national idea, as inspiration for their lifestyle at a wartime. We can consider the adequacy of this picture in terms of Gabriel Tarde's concept of "imitation." According to the classics, all innovations and discoveries consist of imitations. We agree with this statement and believes that all imitations are the source of inventions. Innovation is the result of the same semantic mechanism as imitation.

In our deglobalized world *(Alicia Herrero, 2021)*, where the same menu of goods and services (Starbucks, McDonalds, H&M) becomes a marker of belonging to a certain regional political center, consumption itself has become a political act. When consuming, a person always declare something, at least to a minimal extent. It is through acts of consumption, or anti-consumption, that we understand our identities and qualify those around us. Consumption provides a fast-acting means of self-expression, individual uniqueness, or reference to belonging to another group (nation, or even civilization) in a particular cultural context.

4. Shopping center as a hipster heritage

Trading center 'Nikolsky' is the youngest shopping complex in Kharkiv. Opened a year ago in the very center of the city, it immediately won the love of Kharkiv residents. By the standards of the old center, 1 year is an insignificant age, but its damage during the bombing of Kharkov, the partial collapse of the dome, were perceived by the townspeople as a big loss, comparable to the destruction of the 'Zaliznychnik', architectural monument of the constructivism, in August 2022. It is difficult to imagine a city without 'Nikolsky' and other shopping centers. Should we consider the opening of H&M and Esprit in the summer of 2021 as an important historical event in the life of Kharkiv? Should we remember this victory of the consumer society in Kharkiv? The war and the reactions of the most educated part of society, as well as the newcomers, showed that, yes.

Shopping malls are often referred to as temples of consumption. As befits a temple, they generate a sense of certainty, safety and security. That is why they may seem too controlled. While sociologists, urbanists, and social geographers have often spoken out against shopping centers over the past thirty years, surprisingly, for most Lithuanians, they are – or once were – the main public places of the city. Their criticism can often be interpreted as dissatisfaction with the quality of the public sphere produced here. Non-conflict, depoliticized, toothless space of unity in consumer ecstasy. More broadly, the skepticism towards shopping centers is generated by the fact that they clearly regulate the navigation between the norm and deviation. The shopping center as an institution resists any manifestation of deviation, therefore it can seem overly brilliant, joyful and oppressively authoritarian. Criticism of malls requires less happiness and consensus, and more controversy and controversy, especially when they mimic the city's main scenes—streets, markets, and other traditional public spaces.

In "America" Andy Warhol wrote "If you think about it, supermarkets are a bit like museums". Loved by hipsters 'Nikolsky' has changed the very concept of the place of trade, turning it into a bulk networked quasi-world where you can spend your whole life. 'Nikolsky' can be considered a successful attempt at the city level to create a public space that would serve as a communicative platform for a wide range of citizens, allowing them to receive an intense and diverse experience. The concentrated trade and leisure offer and the horizontal nature of relations turned out to be very attractive to the Ukrainian hipster, who is accustomed to hierarchy even in a grocery store. It is also important that, unlike other cultural institutions, shopping centers have developed clear principles of operation that can be easily calculated. In accordance with the logic of the development of public life, there is a growing demand among hipsters for a different quality of public spaces, which primarily implies convenience for observation and self-presentation, meetings and acquaintance with cultural diversity. In this context, it becomes obvious how hipster tastes influence not only retail development, but also the development of the entire city. What is he willing to do in order not to die? Obviously, follow the hipsters.

Artistic institutions, which have a lot of experience in producing what cultural sociologist Pascal Gielain calls depth, can be useful here. The "common" theorist and co-inventor of the concept of "comonism" does not idealize the function of institutions, but argues confidently that the old institutions at least upheld a hierarchy of values that enabled them to evaluate creativity in a way that was different from the system of measuring investment and productivity. Depth gives rise to borderline cases, ambivalences, anomalies that can be included in the structure of the shopping center by triggering the creative process. In order not to grow old, but, on the contrary, to rise and create something, the oldest shopping centers in Vilnius need faith and intuition in the logic of culture, not the market. Thus, in a hipster perspective, we see the potential of the Nikolsky shopping center as a cultural heritage site.

5. Future searching

The hipster aesthetic is difficult to describe as a style given the diffuse nature of cultural practices, but further research may reduce this confusion. First, I would try to explore the differences between hipster and non-hipster consumption in the Ukrainian social media. Second, the motivation of ordinary consumers, that is, people who simply buy hipster goods (mostly online) and look like a hipster to join the army forces or volunteer movement. As said Mark Carrigan, the nature of consumption among hipsters is marked by a greater interest in artisanal, local products, which is the object of interest in the case of Ukrainian hipsters too. But there is another demand: all brands must work with charitable foundations that help the army or displaced people. There are specific online resources (Instagram, Facebook, Telegram) that act as hubs through which hipsters broadcast taste and present images of charity activity. Which of them collect the most "likes" and reposts? How exactly do they use them: "volunteer looking", "ruin selfies", etc. Hipsters are harbingers of great changes in our understanding of the patriotism. By selecting aesthetically worthy forms in indie culture, the popular culture of previous eras, and the Ukrainian army victories, these consumers use their cultural capital creatively, which distinguishes them from stereotypical notions of hipsters as pointless consumers *(Zeynep, A. & Thompson, C. J., 2011)*. All bearded and tattooed men at the front or fashionably dressed volunteers prove otherwise.

Do hipsters work in creative industries, artists, writers, or bloggers in those foreign cities where they were evacuated at the beginning of the war? Or are they just 'ZARA refugees' and buy MacDonald's hamburgers[2]? Interview data can reveal important differences between different professional, ethnic, social groups. Is their fashion largely related to ethnic traditions (embroidered shirt)? Do hipsters want to stand out among European hipsters, Russians in Europe, friends from Belarus? How?

In addition to these steps, future studies will try to trace changes in the meaning of hipster war objects (Bayraktar drones[3], uniform, special equipment, etc.); what feelings, affects and emotions stimulate demand and taste in this space. By considering contemporary polarization of the world, we can describe the trends of change. Do tastes differ depending on location in deglobalized world: Warsaw or Moscow, colony or metropolis.

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[2] McDonald's Ukrainian restaurants are closed.

[3] The Ukrainian news anchor calls the new extortion drones "cool", because they are beautiful, will bring Ukraine more enemy deaths and money for the economy.

6. Conclusions

Ukrainian fight for the Independence changed the meaning of well-known signs or events. Wartime consumption is a form of power in the information society. So we need to move beyond understanding hipsters as a meaningless youth subculture of cultural appropriation and recombination. Instead, we should consider hipsters as a force of resistance in cultural and war front lines. Ukrainian events proved that hipsters are not only about sophisticated consumer choices and humane ecological changes. Their rebellion is manifested not only in appearance, but also in a new liberation aesthetic/ethic. Hipsters are a new political entity that does not aspire to power, it does not have representatives, it does not even have specific political demands, except for the responsibility to be more humane, more original, more polite, that's all.

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HEALTH, ENVIRONMENT, DEVELOPMENT

PATHOLOGICAL IMMUNITY CHANGES IN COMORBID PATIENTS WITH EXACERBATION OF BRONCHIAL ASTHMA

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Summary
The aim of the study – to investigate immunological changes in patients with exacerbation of bronchial asthma with different severity and controllability depending on the presence of comorbid pathology. Materials and methods of research. The work is based on the analysis of data from a comprehensive clinical and laboratory examination of 190 patients with exacerbation of asthma. The relative content of T–lymphocytes and their main subpopulations was determined on a flow cytofluorimeter FACS Calibur (Canada) by phenotyping lymphocytes with monoclonal antibodies (BECKMAN COULTER, USA) to surface membrane differentiation antigens (CD): CD3+19– (pan T-cells), CD4+–8+– (T−helpers/inducers), CD4–8+ (cytotoxic T lymphocytes), CD3–16+ (natural killers). To identify the imbalance of immunoregulatory subpopulations of T cells, the immunoregulatory index was calculated – the ratio of the number of CD4+8– Lf and CD4-8+ Lf. To calculate the absolute content in the peripheral blood of individual populations of Lf, leukogram indicators determined on the hematological analyzer ABH-miscros60, France were used. The proliferative activity of lymphocytes was evaluated in cultures of whole blood in the reaction of blast transformation of these cells with morphological accounting of the results. Statistical processing of the obtained data was carried out using licensed software products included in the Microsoft Office Professional 2007 package, license Russian Academic OPEN No Level № 43437596 in Excel. Conclusions. In moderate asthma, the frequency of pathological changes in the T-system of immunity did not depend on the presence of comorbid pathology, as a rule. In severe asthma, an increase in the content

of pan–T cells occurred 1.2 times more often than in moderate asthma, but this was not observed in people with concomitant pathology. In this group, the frequency of increasing the content of T–helpers and decreasing the content of cytotoxic T – cells in patients with severe asthma without concomitant diseases was 1.3 times more frequent than in patients with comorbid pathology. No pathological changes in the T–system were detected in patients with controlled asthma. In partially controlled asthma, these changes were registered 1.5 times more often than in controlled asthma, and in its uncontrolled course, the prevalence of pathological changes in the T–system of immunity was much higher than in the two previous groups. In patients with concomitant diseases, these changes, as a rule, had a higher frequency than in patients without comorbid pathology.

Keywords: comorbid pathology, immunity, exacerbation of asthma.

1. Introduction

In the last two decades, researchers have paid considerable attention to the problem of comorbidity in bronchial asthma BA *(Global Initiative for Asthma, 2021; Feshchenko, 2021; Il'yins'ka, 2021; Kuryk, 2018).* Comorbidity is a combination of several chronic diseases in one patient, which mutually affect each other. It has been proven that the interaction of diseases, their pathomorphosis and age significantly changes the course of the main disease, the nature and severity of complications, worsens the patient's quality of life, limits or complicates the treatment and diagnostic process. It is known that patients with comorbid pathology, including the gastrointestinal tract, which is very common among this category of patients, have an increased risk of developing asthma exacerbations and a greater severity of their course. Comorbidity negatively affects the prognosis of the disease and significantly increases the probability of a fatal outcome. The presence of comorbid diseases leads to an increase in the length of hospitalization, causes disability, and prevents the implementation of rehabilitation measures *(Nenasheva, 2016; Yermolkevich, 2011; Velychko, 2019; Galimova, 2010; Cazzola, Chumak (2013), Feshchenko, 2021; Alekseyev, Vertki, 2015).* Discrepancies in the data of different authors regarding the prevalence of comorbid pathology in patients with asthma, in particular the digestive organs, and its influence on the course of asthma and the features of immunological changes determined the purpose of the work – to investigate immunological changes in patients with exacerbation of bronchial asthma with different severity and controllability depending on the presence comorbid pathology.

2. Materials and methods

The work is based on the analysis of the anamnesis data and comprehensive clinical examination of 337 patients with exacerbation of BA and 255 patients who underwent immunological research in the laboratory of clinical immunology. The distribution of patients with exacerbation of BA with different severity and controllability by gender and age is presented in the table 1. The analysis of these data showed that in all groups the majority of patients were women, which corresponds to the gender characteristics of this disease. Most of the examined patients with moderate and severe asthma were of working age (86.3% and 87.2%, respectively), while with mild BA – only 46.7% (p < 0.05).

Table 1

Gender and age distribution of patients with bronchial asthma with different severity and controllability

Course of asthma	Gender				Age								Total	
	men		woman		up to 30 years		31–50 years		51–70 years		older than 70 years			
	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Severity of bronchial asthma:														
– medium	61	55.8	159	74.2*	25	70,0	81	86.8	89	45.2	6	3.0	220	61.1
– heavy	35	28.9	82	71.1*	11	9.4•	43	36.8	59	50.4•	4	3.4•	117	34.7•
Control of bronchial asthma:														
– controlled	18	36.7	31	63.3*	8	14.6	19	39.0	22	46.3	0	0,0	49	14.5
– partially controlled	53	27.9	137	72.1*	28	14.7	74	37.9	64	43.2	8	4.2	190	56.4#
– uncontrollable	25	25.5	73	74.5*#	5	6.1#•	34	29.6#	59	60.2#•	3	4.1•	98	29.1•#
Total	96	28.5	241	71.5*	41	12.2	127	37.7	145	43.0	11	3.3	337	

Notes: * – gender differences are statically proven ($p < 0.05$); • – the difference of the indicator in comparison with the indicator of the group of patients with BA with its average severity was statically confirmed ($p < 0.05$); # – the difference of the indicator in comparison with the indicator of the group of patients with controlled BA was statically confirmed ($p < 0.05$); ♦ – the difference of the indicator in comparison with the indicator of the group of patients with controlled BA was statically confirmed ($p < 0.05$).

Table 2

Gender and age composition of patients with bronchial asthma with comorbid pathology

Age and gender	Patients with bronchial asthma							
	Total (n=337)		Without comorbidity (n=85)		With comorbidity (n=252)		Including with concomitant pathology of digestive organs (n=144)	
	n^1	%	n^1	%	n^1	%	n^1	%
Gender composition								
– men	96	28.5	34	40.0	62	24.6#	22	15.3#
– women	241	71.5*	51	60.0*	190	75.4*#	122	84.7*#°
Age structure								
– up to 30 years	34	10.1	9	10.6	25	9.9	11	7.6
– 30–50 years	133	39.5	30	35.3	103	40.9	61	42.4
– 51–69 years	156	46.3	42	49.4	114	45.2	64	44.4
– 70 years and more	14	4,2	4	4,7	10	4,0	8	5.6
– average age	48.9± 0.7		49.0±1.5		48.9±0.9		50.0±1.5	

Notes: * – gender differences are statically proven (p < 0.05); # – the difference of the indicator in comparison with the indicator of the group of BA patients without accompanying pathology is statically proven (p < 0.05); ° – the difference of the indicator in comparison with the indicator of the group of patients with BA with accompanying pathology is static.

There was no statistical difference between the fates of patients of different age categories with controlled and partially controlled asthma, however, in the group of patients with an uncontrolled course of the disease, there was a 2.4-fold decrease in the percentage of young and middle-aged patients and a 1.3-fold increase in the number of people elderly (p < 0.05), which corresponds to the well-known features of BA. Concomitant diseases were recorded in 252 of 337 (74.8%) people, 144 (42.7%) of them had pathology of the digestive organs, and the absence of comorbidity was observed in 85 (25.2%) patients. Among this group, there were 15.4% more men than among the group of patients with concomitant diseases (40.0% and 24.6%, respectively; p < 0.05). There was no difference in the age composition between the groups (Table 2).

To assess the severity and controllability of asthma, we used criteria based on international recommendations *(GINA, 2014)* and given in the unified clinical protocol of primary, secondary (specialized) medical care "Bronchial asthma and adapted clinical guidelines for bronchial asthma *(Nakaz MOZ Ukrayiny No 868, 2013; Feshchenko, 2019, 2020).* Average severity of asthma exacerbation was determined in 125 (65.8%) patients, severe – in 65 (34.2%). 18 (9.5%) patients had a controlled course of the disease, 131 (68.9%) partially controlled, uncontrolled 41 (21.6%) patients. Comorbid pathology of digestive organs was recorded in 83 (43.7%) patients with exacerbation of BA. The most common diagnosis was cholecysto-cholangitis, which was present in 63 (75.9 %) patients, gastritis, duodenitis and reflux esophagitis were noted in 31 (37.3 %), pancreatitis in 12 (14.5 %), hepatitis in 6 (7.2%), gastric or duodenal ulcer – in 4 cases (4.8%), intestinal candidiasis was established in 2 cases. It should be noted that almost a third of these.

Patients had a combined pathology of the digestive organs. The remaining 107 (56.3%) persons with exacerbation of asthma had no comorbid diseases. They were included in the

comparison group. The relative content of T-lymphocytes and their main subpopulations was determined on a flow cytofluorimeter FACS Calibur (Canada) by phenotyping lymphocytes with monoclonal antibodies (BECKMAN COULTER, USA) to surface membrane differentiation antigens (CD): CD3+19– (pan T-cells), CD4 +8– (T−helpers/inducers), CD4–8+ (cytotoxic T lymphocytes), CD3–16+ (natural killers). To identify the imbalance of immunoregulatory subpopulations of T cells, the immunoregulatory index (IRI) was calculated – the ratio of the number of CD4+8- Lf and CD4-8+ Lf. To calculate the absolute content in the peripheral blood (PC) of individual populations of Lf, leukogram indicators determined on the hematological analyzer ABH-miscros 60, France were used. The proliferative activity of lymphocytes was evaluated in cultures of whole blood in the reaction of blast transformation (RBTL) of these cells with morphological accounting of the results *(Chumak, 2013)*.

Statistical processing of the obtained data was carried out using licensed software products that were included in the Microsoft Office Professional 2007 package, license OPEN No Level No. 43437596. To confirm the reliability of the difference in the obtained frequency indicators, the method of alternative variation was used with the determination of the student's two-tailed t – test. The level of probability was taken as the value of the probability indicator (p) between groups, which was equal to or less than 0.05 *(Babich, 2005; Lapach, 2001)*.

3. Results and their discussion

With BA of moderate severity, an increase in the content of pan-T cells was found in 37.7% of patients, and its frequency did not depend on the presence of concomitant diseases. An increase in the content of T-helpers occurred in 22.9% of patients without comorbid pathology, and in its presence, an insignificant increase in the frequency of high content of T-helpers was observed, table. 3.

A decrease in the content of cytotoxic T-lymphocytes was observed in 27.7% of patients with BA of moderate severity without concomitant pathology and 23.5% of patients with concomitant diseases ($p < 0.05$), including one in four patients with diseases of the digestive organs. A high immunoregulatory index was recorded in (14.5 ± 15.6) % of patients with BA of moderate severity, and dependence on the presence of comorbid pathology was not detected.

Every tenth patient with moderate asthma had an increased proliferative response of T cells to mitogen, regardless of the presence of concomitant diseases. In severe asthma, an increase in the content of pan-T cells occurred in 41.4% of patients without concomitant diseases, i. e. 1.2 times more often than in moderate asthma, in 35.6% of patients with comorbid pathology – ($p < 0, 05$) and in 40.0% of people with diseases of the digestive organs.

In patients with severe asthma, a decrease in the content of T-helpers was recorded only in 15.0% of cases in the absence of concomitant diseases ($p < 0.05$), in almost the same number of patients with comorbid pathology and in 12.5% – of people with concomitant diseases digestive organs ($p < 0.05$). A decrease in the number of cytotoxic T cells in severe BA was more frequent than in patients with a moderate-severe course of the disease – 1.3 times in people without concomitant diseases ($p < 0.05$) and 1.4 times in its presence ($p < 0.05$). There was no difference in the frequency of reduction in the content of cytotoxic T-lymphocytes in groups of patients with BA with different severity in the presence of concomitant pathology of the digestive organs, but it was significantly lower than in the other two groups of patients with severe (table 3).

Table 3

Pathological changes of the T-system of immunity in patients with exacerbation of bronchial asthma with different severity of the disease depending on the presence of comorbid pathology

Indexes	Groups of examinees											
	Total			Without accompanying pathology			With comorbid diseases			With pathology of digestive organs		
	n	n¹	%	n	n¹	%	n	nc	%	n	n¹	%
Bronchial asthma												
↑ pan-T cells	230	84	36.5	105	38	36.2	125	46	36.8	64	24	37.5
↑ T-helpers		39	23.6		21	22.6		18	25.0		9	22.5
↓ cytotoxic T-lymphocytes	165	45	27.3	93	27	29.0	72	18	25.0°	40	10	25.0°
↑immunoregulatory index		25	15.2		14	15.1		11	15.3		6	15.0
↑ RBTL with FGA	224	25	11.2	102	12	11.8	122	13	10.7	64	8	12.5
Moderate bronchial asthma												
↑ pan-T cells	162	61	37.7	86	31	36.0	84	31	36.9	38	14	36.8
↑ T-helpers		35	24.5		19	22.9		18	26.5°		8	25.0
↓ R of cytotoxic T-lymphocytes	143	37	25.9	83	23	27.7	68	16	23.5°	32	8	25.0
↑ immunoregulatory index		20	14.0		12	14.5		10	14.7		5	15.6
↑ RBTL with FGA	158	16	10.1	83	9	10.8	80	7	8.8	38	4	10.5
Severe bronchial asthma												
↑ pan-T cells	74	28	37.8	29	12	41.4#	45	16	35.6°	25	10	40.0•
↑ T-helpers		5	15.6#		3	15.0#		2	16.7#		1	12.5•
↓ R of cytotoxic T-lymphocytes	32	11	34.4#	20	7	35.0#	12	4	33.3#	8	2	25.0•°
↑immunoregulatory index		13	17.8		4	20.0#		3	25.0#°		1	12.5•°
↑ RBTL with FGA	73	13	17.8	29	7	24.1#	44	6	13.6#°	25	4	16.0°

Notes. # – the difference of the indicator in comparison with the indicator of the group of patients with moderate BA was statistically proven (p < 0.05); ° – the difference of the indicator in comparison with the indicator of the group of BA patients without concomitant diseases was proven statistically (p < 0,05); • – the difference of the indicator in comparison with the indicator of the general group of patients with BA with concomitant diseases was proven statistically (p < 0,05).

Table 4

Pathological changes in the T-system of immunity in patients with exacerbation of bronchial asthma with different controllability of the disease depending on the presence of comorbid pathology

Indexes	Groups of examinees											
	Total			No concomitant pathology			With comorbid diseases			With pathology of digestive organs		
	n	n¹	%	n	n¹	%	n	n¹	%	n	n¹	%
Bronchial asthma												
↑ pan-T cells	230	84	36.5	105	38	36.2	125	46	36.8	64	24	37.5
↑ T-helpers	165	39	23.6	93	21	22.6	72	18	25.0	40	9	22.5
↓ cytotoxic T-lymphocytes		45	27.3		27	29.0		18	25.0		10	25.0
↑immunoregulatory index		25	15.2		14	15.1		11	15.3		6	15.0
↑ RBTL with FGA	224	25	11.2	102	12	11.8	122	13	10.7	64	8	12.5
Controlled bronchial asthma												
↑ pan-T cells	26	9	34.6	5	1	20.0	21	8	38.1°	8	3	37.5°
↑ T-helpers	3	0	0.0	1	0	0.0	2	0	0.0	2	0	0.0
↓ R of cytotoxic T-lymphocytes		1	33.3		0	0.0		1	50.0°		1	50.0°
↑immunoregulatory index		0	0.0		0	0.0		1	50.0°		0	0.0
↑ RBTL with FGA	26	3	11.5	6	1	16.7	20	2	10.0°	8	1	12.5
Partially controlled bronchial asthma												
↑ pan-T cells	157	48	30.6	77	23	29.9#	80	25	31.3#	45	15	33.3#
↑ T-helpers	116	29	25.0#	69	17	24.6#	47	12	25.5#	27	7	25.9#
↓ R of cytotoxic T-lymphocytes		32	27.6		20	29.0#		12	25.5#o		8	29.6•
↑ immunoregulatory index		17	14.7#		11	15.9#		6	12.8#o		4	14.8#
↑ RBTL with FGA	154	13	8.4	74	6	8.1#	80	7	8.8	46	5	10.9

Continuation of table 4

Indicator	Uncontrolled bronchial asthma											
↑ pan-T cells	37	22	59.5♦	13	9	69.2♦♦	24	13	54.2#°		6	54.5#♦°
↑ T-helpers	36	9	25.0		3	23.1#	23	6	26.1#	11	2	18.2#♦°•
↓ R of cytotoxic T-lymphocytes		9	25.0		4	30.8		5	21.7#°		1	9.1#°•
↑ immunoregulatory index		6	16.7		1	7.7♦		5	21.7#♦°		2	18.2#°
↑ RBTL with FGA	34	5	14.7♦	12	1	8.3#	22	4	18.2#♦°	10	2	20.0♦♦°

Notes: # – the difference of the indicator in comparison with the indicator of the group of patients with controlled asthma was proven statistically (p < 0,05); ♦ – the difference of the indicator in comparison with the indicator of the group of patients with partially controlled asthma was proven statistically (p < 0,05); ° – the difference of the indicator in comparison with the indicator of the group of BA patients without concomitant diseases was proven statistically (p < 0,05); • – the difference of the indicator in comparison with the indicator of the general group of patients with BA with concomitant diseases was proven statistically (p < 0,05).

The frequency of pathological changes in the T-system of immunity in patients with exacerbation of BA with different controllability depending on the presence of comorbid pathology is presented in the table. 4.

No patient with controlled BA showed an increase in the content of T-helpers. A decrease in the content of cytotoxic T-lymphocytes in this group was determined in one patient out of two in the presence of concomitant diseases, and in none – in their absence. An increase in the reaction of ballast transformation in patients with controlled asthma was recorded in 1 of six patients without comorbid pathology (16.7%), in 2 of 20 patients with its presence (10.0%; p < 0.05), in including in one out of 6 patients with concomitant diseases of the digestive organs.

In patients with partially controlled BA, a high content of T – cells, was recorded 1.5 times more often in patients without accompanying pathology than in the case of a controlled course of the disease (in 29.9%; p < 0.05), and in patients with its presence, – 1.2 times less (p < 0.05). In 33.3% of patients with partially controlled BA, in the presence of diseases of the digestive organs, there was an increase in the content of pan-T lymphocytes, which was significantly lower than in controlled BA. In this group, high levels of T-helper cells were determined in every fourth patient, and dependence on the presence of concomitant diseases was not observed.

A decrease in the content of cytotoxic T cells was observed in one third of patients without concomitant diseases and with pathology of digestive organs (p < 0.05) and in 25.5% of patients with concomitant diseases (p < 0.05). The increased immunoregulatory index occurred in 15.9% of people without concomitant diseases and 24% more often than in patients with comorbid pathology (p < 0.05), and the difference in the frequency of this indicator increase in patients with diseases of the digestive organs in comparison with the frequency in the group of patients with controlled asthma without comorbidities, none were identified. An increase in the proliferative response of lymphocytes to FHA was registered in (8.1±10.9)% of patients with partially controlled asthma, and its dependence on the presence of concomitant diseases was not determined.

In patients with uncontrolled BA, the frequency of pathological changes of the T-immune system was much higher than in controlled and partially controlled disease, with maximum indicators in patients without concomitant diseases, while in patients with comorbid pathology, it was, as a rule, significantly lower. However, the frequency of growth of the immunoregulatory index in patients with uncontrolled BA was low and amounted to 7.7%, but in patients with concomitant diseases it was 2.8 times higher, including 2.4 times higher in the presence of diseases of the digestive organs. It was established that in patients with concomitant diseases, high rates of RBTL with FGA were (2.2 and 2.4) times higher than in patients without concomitant pathology.

4. Conclusions

In moderate BA, the frequency of pathological changes in the T-system of immunity did not depend on the presence of comorbid pathology, as a rule. In severe BA, an increase in the content of pan-T cells occurred 1.2 times more often than in moderate AD, but this was not observed in people with concomitant pathology. In this group, the frequency of increasing the content of T-helpers and decreasing the content of cytotoxic T cells in patients with severe BA without concomitant diseases was 1.3 times more frequent than in patients with comorbid pathology. No pathological changes in the T-system were detected in patients with controlled BA. In partially controlled BA, these changes were registered 1.5 times more often than in controlled BA, and in its uncontrolled course, the prevalence of pathological changes in the T immune system was much higher than in the two previous groups. In patients with concomitant diseases, these changes, as a rule, had a higher frequency than in patients without comorbid pathology.

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TECHNOLOGY, CREATIVITY, IMPLEMENTATION

SAFETY ASSESSMENT OF EMERGENCY SYSTEMS

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Summary

The issue of a technical system safety assessment is very important and at the same time is very difficult, since safety is one of the main criteria for the quality of any object as well as reliability and efficiency. Unfortunately, in most cases, safety is assessed only by compliance with specific standards or regulations. The presence of a quantitative assessment, and even better, the distribution of the assessment criterion, opens up a number of possibilities for its provision at all stages of the system life cycle: setting the optimal safety level at the design and manufacturing stages and keeping it at a sufficient level during the operation. At the same time, it is important to evaluate both the safety of the system itself and its negative impact on people and the environment. The paper proposes an attempt to assess the safety of the system, taking into account its reliability and the impact of external and internal factors on the system itself, on human health and the environment. The possibility of taking into account constructive, organizational and information safety systems is considered. It is proposed to determine the probability of a dangerous situation non-occurrence under the influence of hazardous factors and the presence of safety systems.

Keywords: safety, reliability, impact factors, emergency situation, systems protection.

1. Introduction

The functioning of any system is closely connected with the functioning of other surrounding systems. The interaction of such systems generates influences and causes certain changes, both physical and functional. If such changes lead to the forced threats to surrounding systems, people, environment, then the question of assessing how safe such a system is and how you can reduce the risks of its use arises. In any case, this problem must be considered comprehensively, taking into account the threatening effects on the system of its environment and, as a result, possible negative physical consequences for the system itself and efficiency of its functioning, as well as for people and the environment.

The vast majority of systems do not pose significant threats, therefore we will consider only those ones that can cause them or get into emergency situations. Since, because of the specifics of operation, it is impossible to avoid accidents completely, it is important to determine

the causes of their occurrence, to analyze their consequences and take into account while designing and operation in order to reduce or avoid them. In order to do this, it is necessary to analyze all possible interactions, destructive changes and consequences, evaluate them and search the ways to reduce them.

There is a large variety of different systems in the world: environmental, social, global, technical, etc., which is why we will consider only technical systems (TS), but a conceptual approach can be useful for other systems, taking into account their specifics.

2. System security assessment

Let us clarify the definition of safety and normal operation of TS. Security means the absence of unacceptable influences and changes that threaten the integrity of the system itself, human health or life, other systems and negative environmental changes. In fact, it is achieved during the normal operation of the TS.

To assess the level of security, it is necessary to take into account all possible risks in the operation of the system under conditions of multifactorial impact. In the most general case, the state of the system can be described with the following events:

A – there are no any threats and the system is functioning properly;

B – the internal state is normal, but there are external influences on the system, which can lead to system failures and even emergency situations (ES);

C – the internal state is normal, but there are external influences (in this case critical changes in operating conditions can be included), which can disable the system through physical action;

D – the internal condition is normal, but improper management or maintenance can lead to critical situations;

The occurrence of at least one or more of these events describes the state of the system. The described events can be considered as incompatible with a high probability. In this case the state of the system can be described by the sum of these events:

$$S = A + B + C + D$$

And the probability of the sum of events will be equal to the sum of their probabilities:

$$P\{S\} = P\{A\} + P\{B\} + P\{C\} + P\{D\}.$$

Moreover, with a high probability we can assume that events A, B, C, D form a complete group of incompatible events. In this case, the sum of their probabilities is 1.

$$1 = P\{A\} + P\{B\} + P\{C\} + P\{D\}.$$

So, the probability that the system will function properly will be equal to:

$$P\{A\} = 1 - (P\{B\} + P\{C\} + P\{D\}),$$

in case when $P\{A\} = S(t)$ – is a distribution of the safety function;

$P\{B\} = F(t)$ – is a distribution of the probability of failure on $(0, t)$;

$P\{C\}; P\{D\}$ – is a probability of critical situations in the event of the emergence of the appropriate threats.

Let us consider event B in more detail. For its implementing, the joint occurrence of two events are necessary:

- M – TS is functioning normally;

- H – a threat occurs which can lead to failure and an emergency.

Thus, event B will be equal to the product of events M and H: $B = MH$, and the probability $P\{B\}$ will be equal to the product of the probabilities $P\{B\} = P\{M\} * P\{H\}$. Let us denote the probability of an emergency at $(0, t)$ for event B as $V_b(t)$. The probability $P\{M\}$ is a function of reliability TS by $(0,t)$–$P(t)=[1-F(t)]$, and the probability $P\{H\}$ – is a function of the distribution of the type B threat at $(0, t)$: $Z_b(t)$. In this case the probability of a type B emergency will be equal to:

$$V_b(t) = P(t)*Z_b(t).$$

By analogy, let us write the distribution expression for events of type D

$$Vg(t) = P(t)*Zg(t).$$

Thus, the security function will take the form:

$$S(t)=1-[F(t)+V_b(t)+V_g(t)].$$

Let's plug the value

$$S(t)=1-\{F(t) + [\{1-(F(t)\}*Z_b(t)] + [\{1-(F(t)\}*Z_g(t)]\}.$$

The functioning of any system is closely connected with the functioning of other surrounding systems. The interaction of such systems generates influences and causes certain changes, both physical and functional. If such changes lead to the forced threats to surrounding systems, people, environment, the question of assessing how safe such a system is and how the risks of its use can be reduced arises. In any case, this problem must be considered comprehensively, taking into account threatening effects on the system of its environment and, as a result, possible negative physical consequences for the system itself and its efficiency, as well as for people and the environment.

Two options for assessing the safety of TS can be considered:
- without a system of protection against harmful influences (threats);
- taking into account protection systems.

Humanity has appreciated the need to protect TS long ago. Conventionally, they can be divided into:
- constructive and technological;
- organizational;
- informational.

Structural and technological measures are the development of such a design and manufacturing technology to counteract the main negative impacts that reduce safety. Such measures are used to ensure reliability, only for specified operating conditions. In fact, increasing reliability helps to increase security, but for the general conditions of TS using. However, constructive protection is aimed at counteracting the most dangerous factors which can cause an emergency. These factors are random and, by their nature, they can be both internal and external, and practically do not occur during normal functioning. And their action is extreme.

However, it should be noted that the constructive providing of security has its own characteristics, which depend on factors leading to dangerous situations and their consequences. Besides, it should be considered the specifics of the factors influence and the probability of their occurrence in operating conditions.

Since, as a rule, such a providing is usually associated with additional investments, taking into account the priorities of people protection, the product itself and everything related to it, as well as the environment, the best solution based on how severe the consequences of a possible emergency are should be searched.

Organizational protection is, first of all, the prevention of accidents for such reasons:
- unsatisfactory technical condition of products;
- getting into dangerous situations;
- reducing the impact of the "human factor".

Unsatisfactory technical condition of the product often leads to an emergency situation, such as a failure of the vehicle's braking system or inability to perform important functions in critical situations (loss of the vessel speed, especially during the storm or during the vessel's progress in bottlenecks).

Operation of the product may also be associated (due to specificity) with the possibility of getting into a situation that could provoke an accident. Such situations are accidental, but the probability of their occurrence, in many cases, can be predicted, and it can provide an opportunity to avoid a critical situation or prepare for it accordingly, which will significantly reduce its negative consequences. Information protection plays an important role in this aspect. With the advent of information systems, especially geographic information ones, there is a powerful opportunity for analyzing the operation of vehicles in a dynamic spatial information field, predicting changes, modeling emergencies, quick providing optimal solutions to such situations, providing urgently needed current information, warning of possible critical situations, etc. The combination of organizational and information protection can significantly reduce the negative impact of the "human factor" on the occurrence of emergencies.

In the presence of protection systems against adverse impacts it is necessary to take into account the extent to which they can counteract the threats in case of the adverse impact arises. In this case, it is important to assess the extent to which such a system is able to counteract the adverse factor when it occurs.

In the context of the emergence of constructive and organizational protection, safety is improved by counteracting negative factors, and the description of the states of the TS can be represented in this way:
- A – there are no threats and the system is functioning properly;
- B – the internal state is normal, but there are external influences that can lead to failures and critical situations;
- C – the internal state is normal, but there are external influences that can disable the system through a physical action;
- K – there is a powerful harmful external influence, which constructive protection does not cope with;
- L – there is a powerful harmful external influence of the "human factor" such that organizational protection does not work;

The events K and L emerged because the defense worked without no doubt, but to some extent. Failure of protection is real because of the fact that 100% protection is impossible, and even before that, its level is chosen optimally. Then the security function will take such a form:

$$P\{A\}=1-(P\{B\}+P\{C\}+P\{K\}+P\{L\}), \qquad (1)$$

where $P\{A\} = S(t)$ – is a distribution of the safety function;
$P\{B\} = F(t)$ – is a distribution of the probability of failure;
$P\{C\}$ – is the probability of the occurrence of critical situations in case of threats;
$P\{K\}; P\{L\};$ –are the probability of protection failure in the event of strong threats.

Let's plug in (1) the corresponding probabilities, and then the security function will take the form:

$$S(t)=1-\{F(t) + [\{1-(F(t)\}*Z_{\text{в}}(t)] + [\{1-(F(t)\}*Z_{k}(t)*Z_{kmax}(t)] + \{1-(F(t)\}*Z_{l}(t)*Z_{lmax}(t)*\},$$

where F(t) – is the distribution of the probability of failure;

$Z_b(t)$ – is the probability distribution of the B type threat;

$Z_k(t)$ – is the probability distribution of the K type threat;

$Z_{kmax}(t)$ – is the probability distribution that the K type threat will be higher than the constructive protection;

$Z_l(t)$ – is the probability distribution of the L type threat;

$Z_{lmax}(t)$ – is the probability distribution that the L type threat will be higher than the organizational protection;

Reliability indicators are known and their definition is elaborated in detail. The probabilities of the threats occurrence and critical situations can be determined by simulation modeling, statistics of the occurrence of threats and accidents, or by the method of accelerated tests.

3. Conclusions

It is proposed the possibility of taking into account the reliability and protection systems when determining the safety assessment. The directions of assessment and possibilities of increasing the safety of the TS use are defined. A method for determining the distribution of the security function is proposed.

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SUSTAINABLE PRODUCTION AND CONSUMPTION STRATEGIES IN THE CONTEXT OF EUROPEAN INTEGRATION PROCESSES IN UKRAINE

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Summary

Modern requirements for companies and consumers include the stability of financial performance amid increasing environmental attractiveness. Companies need to cover such seemingly diverse interests as profitability for owners, concern for staff, interest for partners and consumers, actions for environmental protection. It is essential to consider the growing role of conscious consumption, which is a direct regulator of production activity. The aim is to formulate a strategy and recommendations for combining sustainable initiatives in production and consumption in the context of European integration processes in Ukraine.

The research object is sustainability in production and consumption. The article proposes a strategy that combines sustainable production and sustainable consumption into one cluster. It will allow sustainable initiatives are focused on systemic changes and essential areas of production and consumption. The practical value of the approach is in a strategy that includes measures stimulating environmental and socio-economic policy of production. It will allow moving from relative disunity of actions to technological standards. The proposed strategy can be implemented in recommendations for improving programs on changing behaviour from a gradual transition from individual consumers to broader initiatives to change the entire system – production and consumption. Today, this is especially important, including for Ukraine, considering its transition to sustainability and the implementation of sustainable development goals in the sphere of sustainable production and consumption. Also, we outlined directions for further research in the policy of sustainable production and consumption in the context of European integration processes in Ukraine.

Keywords: environmental accounting and reporting, sustainability, environmental aspects, conscious consumption.

1. Introduction

In the conditions of limited natural resources and the loss of the planet's ability to self-recover, the current environmental footprint of humanity cannot be called sustainable. A comprehensive assessment of land, water, energy, material and other resources taking into account their delivery, storage, processing and disposal, has primary importance for understanding sustainability and efficiency from the producers and consumers point of view.

Today, the efforts are aimed at analysing current environmental problems and their correlation with the most sustainable levels of society development. Thus, we recognise a multisystem approach that combines measures: to study the anthropogenic impact; to assess trade-offs between environmental protection and human activity; to improve computational methods; to assess maximum sustainable levels of the ecological footprint; comparative analysis of resource use efficiency. Ultimately, transformational changes emerge in the global economy to reduce humankind impact on the environment to a sustainable level. At the same time, investors, clients, regulators, the media are increasingly paying attention to the companies' efforts in sustainable development.

But we must not forget about consumers. They are another powerful resource that allows not only to control production but also to stimulate, direct and develop its new qualitative characteristics. It is necessary to combine production and consumption to create a powerful lever to control and encourage environmental protection. Today, sustainable consumption through eco-conscious behaviour is crucial to future business success. However, the fundamental issue is how to assess the sustainability of production and consumption.

By focusing on the company's shareholders, business partners, suppliers, employees, customers, and the requirements and recommendations for environmental protection and society well-being as a whole (present and future generations), companies strive to maximise their value while ensuring stable financial results.

However, the approaches and preferences for the formation values in the mentioned groups can be different and take on a wide variety of forms. Sustainable production and consumption can stabilise and streamline a diversity of values and reduce them to one common denominator – the criteria for financial prosperity without harming the environment and public health.

2. Literature review

Over the past 30 years, the issue of sustainability in business has arisen repeatedly. Many approaches and conceptual solutions to the issue were formulated. However, there is still a long way to complete clarity. Growing environmental concerns are a tracer of the lack of initiative by businesses and consumers.

Perhaps, the first step towards sustainability is refusal from individual responsibility; and the recognition of collective responsibility for sustainability issues. In other words, there is a shared responsibility for environmental problems and joint actions to eliminate them and prevent the emergence of new ones. Today, there are almost no environmental issues, which can be considered concerning to one company or industry. Long-term development and economic growth depend not only on the production and consumption of goods and services but also on the eco-friendliness of all production components. It requires more efficient and eco-safety management of the entire production process, including the whole production cycle, consumption and disposal *(Söderholm, P., 2020)*.

The reporting practice in sustainable development began in 1989 with the first report on the social and environmental assessment of the current ecological situation.

Following the first debate on the human right to a pollution-free, healthy and sustainable environment in the 1990s at the UN Human Rights Council, it has become common to call on companies to report their impact on human health and the natural environment. Since 1999, these activities have resulted in sustainable development reports provided by many large companies *(Van Zanten, J. A., et al, 2021)*.

With the creation of the first reporting mechanism to ensure that companies adhere to the principles of responsible environmental behaviour, in 2000, the independent international organization Global Reporting Initiative began to publish its recommendations for reporting in sustainable development.

Today, many large European companies offer and implement corporate sustainability responsibility reports in compliance with environmental, social and corporate performance standards. Independent companies publish ratings and indices of stability of enterprises, keep records of their corporate responsibility. For instance, EU rules on non-financial reporting currently apply to large companies with more than 500 employees. In doing so, approximately 11,700 large companies and groups throughout the EU are covered, that is roughly 96% of European companies.

The Institute for Governance and Accountability (G&A), the leading environmental, social and corporate governance organisation in the United States, has released sustainability study results for 2021. The study recorded continued growth in sustainability reporting for the S&P 500 (companies with the largest capitalisation). Thus, corporate sustainability reporting is used as a best practice in 92% of the largest public companies in the United States.

Corporate responsibility reporting is carried out according to several standards selected by companies. They include:

– reporting forms of the Global Reporting Initiative (GRI, since 1997);

– Integrated reporting standards of the International Integrated Reporting Council (IIRC, since 2010);

– standards of Sustainability Accounting Standards Board (SASB since 2011).

The standards are divided into environmental, social and economic categories; they depend on the industry field and include quantitative and, in some cases, qualitative indicators; they are used for reporting and are targeted at providers of financial capital. These reporting standards are comparable among themselves, but they are often not commensurate with the internal activity of the enterprise. Often, the suitable standard choice presents difficulties for enterprises with mandatory reporting *(Mähönen, J., 2020)*.

Along with reporting, ratings and sustainability indices have been used to measure business sustainability since 1990 *(Pham, D. C., et al, 2021)*. They include assessments of all kinds of risks and data on economic, environmental and social indicators (Table 1-2).

Since the early 1990s, the essential method for assessing the sustainability of a business was to take into account the sustainable development of a company (Gray, R.H. 1994). Currently, there are various methods of accounting for sustainability. They compile traditional financial statements supplemented by external factors that positively or negatively affect aspects of production activity from profitability or loss-ratio to social and environmental impact on the environment, economy and society.

Unfortunately, methods for assessing sustainability do not differ in the universality of criteria for estimation an external effect taking into account industrial sectors and the diversity of regions *(Villamagna, A. M., et al, 2013)*. However, sustainability accounting methods are often criticized because of their complex adaptation to modern technologies or new products. If sustainable accounting can be relatively easy to use for large companies, its usage in setting priorities for enterprise development is challenging.

The aim is to formulate a strategy and recommendations for combining sustainable initiatives in the field of production and consumption in the context of European integration processes in Ukraine.

Table 1

Indicators of sustainability indices

Sustainability index	Indicators
Dow Jones Sustainability Indices (DJSI)	It represents 10% of the 2,500 largest global sustainability leaders identified by S&P Global in the Corporate Sustainability Assessment (CSA). It takes into account long-term economic, environmental and social criteria.
FTSE4Good (Emerging; ASEAN 5; IBEX; Developed Minimum Variance; Bursa Malaysi; Taiwan ESG)	It measures the results of environmental, social and governance (ESG) activities of companies. It's used to create and evaluate sustainable investment products.
Euronext Vigeo Eiris	Companies with top-ranked as measured by ESG.
STOXX ESG-X; ESG от Sustainalytics	European companies that use an eco-responsible policy. It helps reduce reputational and idiosyncratic risks. The software allows companies to focus on essential ESG indicators enabling efficiency and focus on resource use.
Thomson Reuters / S-Network	Companies with socially responsible investment and corporate responsibility.
Kirchhoff Consult Good	Sustainable Development Communication
Corporate Knights	Research and financial information products to promote a sustainable economic system that includes social, economic, environmental costs and benefits.
MSCI KLD 400	Information for investors on comparing social and environmental factors for investment.

Table 2

Sustainability Rating Indicators

Sustainability Rating	Indicators
Annual List A CDP	List of 300 companies that achieved maximum sustainability in their operations.
Carbon Risk Rating	Rating of companies for investors based on the analysis of risks associated with CO_2 emissions.
Newsweek Green Ranking	It measures the environmental performance of 500 large well-known companies. Eight key indicators of efficiency are used for analysis.
Corporate Human Rights Benchmark	It analyses the corporate behaviour of the largest companies in the field of human rights.
Workforce Disclosure Initiative (WDI)	They accumulate data on the methods of working with personnel. They contribute to the development of practical proposals for solving personnel problems and improving the social climate in the production.
Bloomberg Gender-Equality Index (GEI)	Access to social data and strategy in the area of gender equality policy.
Thomson Reuters Diversity and Inclusion	It analyses data on the racial and ethnic diversity of employees in the largest companies around the world. Equality in education and justice.

3. Results and discussion

Today, business sustainability assessment does not cover all environmental, social and economic factors that affect positive and negative impacts of production. There are also problems with a lack of coherence between eco-initiatives and production structures. In turn, these problems affect the promotion and implementation of specific environmental technologies and investment decisions. There is no universality in the reporting standards for the sustainable development of enterprises. There is no information on sustainable consumption. Sustainability indicators provide information on environmental, social and economic policies but cannot compare and contrast these factors *(Buchholz, H., et al, 2020)*.

There is a need to develop a method for assessing sustainability in business. The procedure should be understandable, universal, uniform, flexible, and analyse as many indicators as possible. It will allow realising the comparisons that cover all aspects of both production and consumption.

It is necessary to provide a holistic view of the enterprise's activity and consumption issues to adjust their impact on the economy and all stakeholders in the sustainable operation of the enterprise: partner companies, investors, suppliers, employees, customers, consumers; without overlooking the environment and social aspects.

Sustainability of production can be determined by indicators – a set of rates and assessments along the entire chain of creating a company's value. Rates of a company's sustainability also include the impact of its technological processes, products and services. It provides a multi-vector perspective of their impact (Fig. 1).

It is important to note that the sustainability of production and consumption is based on two principles: climate neutrality and inclusive growth.
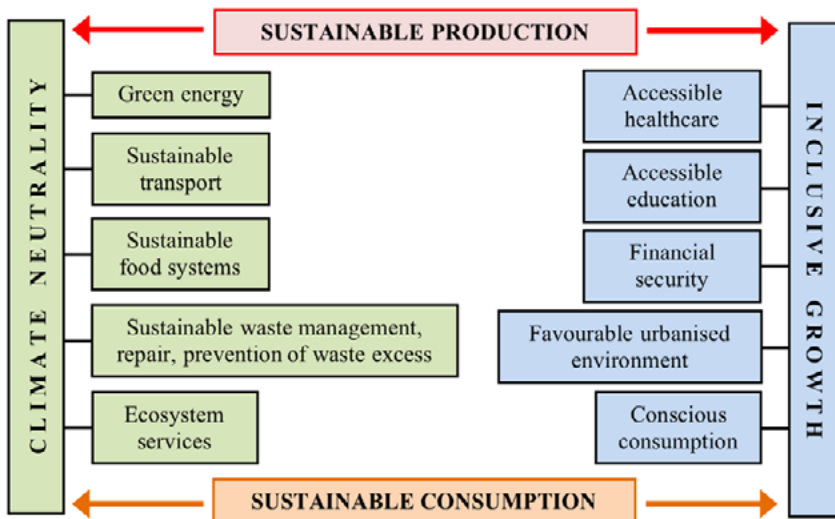

Fig. 1. Basic sustainability indicators

The first group of indicators is related to the climate neutrality of production and consumption. Climate change threatens ecosystems and biodiversity, affects the distribution of freshwater resources, the functioning of urban areas, and the number and extent of extreme

weather events. It has severe consequences for agricultural production, human well-being, socio-economic activity, green growth and sustainable development.

The green energy indicator denies burning any fuel type. It is valued at the price of electricity produced, greenhouse gas emissions at all stages of the technological cycle, availability of renewable sources, energy conversion efficiency, land and water requirements, and social impacts. The cost of electricity, greenhouse gas emissions and power generation efficiency vary widely for each facility, mainly due to differences in process technology and geographic latitude. The social impacts of implementing green energy projects are assessed by individual effects, including health, conservation of the natural environment, etc. According to this, wind energy is the most sustainable. Next comes small hydropower and photovoltaic energy. Geothermal energy is in the last place *(Evans, A., et al, 2009)*.

The importance of the "transport sustainability" indicator is caused by the fact that it is the primary source of pollution in urban areas, greenhouse gas emissions and creates significant problems due to congestion, noise, and accidents. In addition, transport is vital to the national and international economy and generates substantial profits for individual companies and private individuals, for instance, influences on employment, prices and economic growth *(Toth-Szabo, Z., et al, 2012)*. Today, the following categories are additionally classified as transport sustainability: proximity to public transport, accessibility of opportunities, and characteristics of an urbanized area. In other words: how long do we spend time in transport, how many jobs are available within one route, and how compact is the settlement organized. Undoubtedly, the sustainability of transport plays an essential role in achieving integrated sustainability.

Sustainable food systems are the world's largest employer. They form an essential part of the national gross domestic product (GDP), provide food security, solve health problems associated with malnutrition or obesity and affect the well-being of the natural environment. Most of the United Nations Sustainable Development Goals (SDGs) for the period up to 2030 are related to the efficiency of global food systems. At the same time, the global food system is the largest consumer of freshwater, is responsible for a third of total greenhouse gas emissions and covers about half of the earth's surface. Sustainable food systems will bring humanity closer to the norms of healthy nutrition, and agricultural production will be sustainable and climate-neutral *(Ivashura, A., et al, 2021)*.

An economy linked to sustainability allows us to preserve the value of resources by minimising waste generation, turning them into resources that can be reused in production processes. Sustainable waste management is a critical issue for most countries concerning climate change and greenhouse gas emissions. *(Quartey, E. T., et al, 2015)*. To solve it, it is necessary to massively implement the reuse of materials, their processing and repair, and the prevention of waste excess. Moreover, prevention is the essential step in this chain of events. For this, it is necessary to consider not only the environmental perspective but also economic and social indicators. These include conservation of value, change in value and durability *(Haupt, M., et al, 2019)*. The basis of all activities is the responsibility of the manufacturer and the consumer.

The concept of ecosystem services shows a steadily growing appeal to managers. Ecosystem services are used as indicators in human-economy-environment systems and represent variables that combine several elements into a single whole. They are chosen to support specific management goals with cumulative value, explaining qualities, quantities, states or interactions that are difficult to estimate. Ecosystem services are sets of indicators, including descriptive and evaluative aspects *(Müller, F., et al, 2012)*. The assessment of ecosystems and their services are addressed as a crucial action to achieve climate, agriculture, regional planning and other purposes.

The second group of indicators is related to inclusive growth. Inclusive growth means human development and combines economic, social and environmental dimensions, making it difficult to measure and monitor. No single indicator is enough to track progress, and there is hardly a standardized, one-size-fits-all solution. Thus, countries can choose different measurement approaches and indicators depending on their priorities and capabilities. Today the world has achieved substantial reductions in poverty, but many countries are facing growing disparities in income and access to services between the rich and the poor people. This situation poses a threat to sustainable growth. Inclusive growth is increasingly on the development agenda at the national and international levels.

These indicators show the relationship between production, consumption, economy and environment. It is possible to form a strategy for sustainable production and consumption in Ukraine, taking into account mentioned indicators (Fig. 2).

We analysed the ecological and economic situation in Ukraine and the fulfilment of commitments on SDG 12 *(Ivashura, A., et al, 2021)*. As a result, we supposed that a strategy for sustainable production and consumption gets to include six directions. These are carbon neutrality, sustainable decisions in the financing, increasing the share of eco-innovation, fair assessment of non-eco-friendly goods and resources, the introduction of sustainable education and international cooperation in environmental policy.
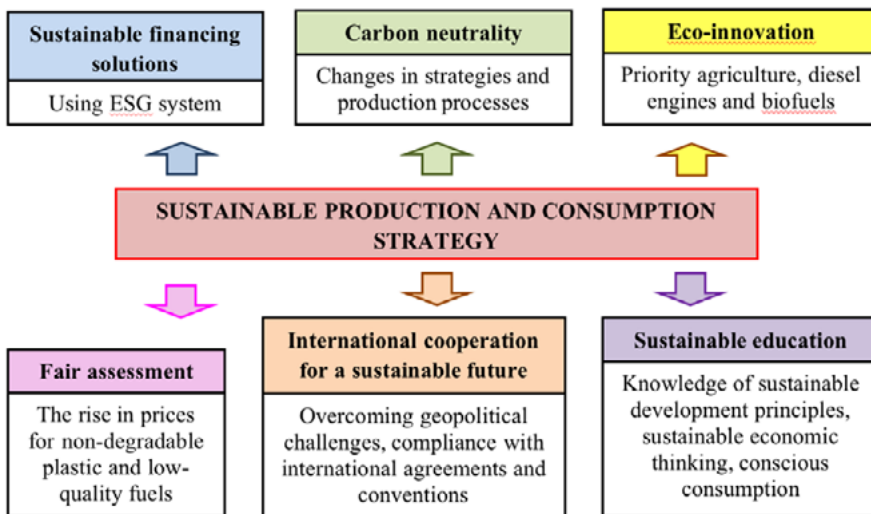

Fig. 2. Strategy for sustainable production and consumption in Ukraine

Thus, there is a clear link between production, consumption, sustainability and financial performance *(Protasenko, O. F., et al, 2016; Protasenko, O. F., et al, 2018; Protasenko, O.F., 2018)*. Therefore, we can offer economic indicators of business sustainability for Ukraine, taking into account the principles of the European Economic Community.

These indicators include:

1. **Economic value.** It covers individual income (company profit), social income (taxes), non-direct income (increasing labour productivity, reducing general production costs).

2. **Customer value.** It contains the positive advantages of the product or their ratio (for instance, the ratio of price and quality, practical and aesthetic satisfaction).

3. **Ethical value.** It covers marketing, industry standards, business transparency.

4. **Environmental value.** It defines energy efficiency, resource-saving, the possibility of recycling or waste disposal.

5. **Social value.** It includes decent working conditions (microclimatic, environmental, medical, educational, etc.), the well-being of employees and a positive impact on society as a whole.

6. **Management value.** It covers team morale, employee motivation practices, fair corporate policies.

For example, while expanding sustainable activity, a company introduced changes in the process and quality of nutrition. The sustainable food program guarantees quality and good nutrition at affordable prices, taking into account its impact on the environment *(Borysenko, O., et al, 2021; Borysenko, O.M., et al, 2021)*.

The organisation of high-grade, sustainable nutrition at the enterprise is a part of a comprehensive program to improve employee health, accounting for the current requirements for sustainable development of personality and production. (Fig. 3).
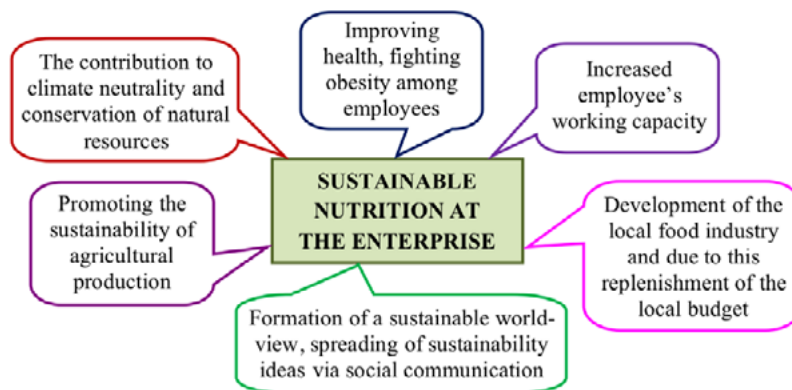
Fig. 3. Economic indicators of enterprise sustainability as a result of the introduction of nutrition-ergonomic indicators

In this example, the economic parameters of sustainable development are in the following:

1. **Economic value** is achieved through indirect income (increased labour productivity, reduced production costs, reduced sick leave payments, etc.).

2. **Customer value.** If the product is manufactured at the enterprise with sustainable programs for employees, it is more attractive to purchase, and the enterprise itself is more interesting for investors.

3. **Ethical value.** A human spends most of the time at work. Consequently, the workplace is ideal for implementing effective health and wellbeing measures that will help reduce the financial losses associated with reduced productivity.

4. **Environmental value.** Usage of locally sourced food helps to stimulate the region's economy, support local producers. Also, this contributes to reducing greenhouse gas emissions because of transporting food.

5. **Social value.** The company contributes to sustainable behavioural and social strategies among its employees via influencing their awareness, providing information support, etc. Both individuals and groups of people can participate in such events.

6. **Management value.** Changes in enterprise policy can include simplified access to healthy food (for example, by changing food offerings in public nutrition places). The enterprise may offer additional services to employees, such as health insurance, benefits for health club members, etc.

Often, the estimation of enterprise sustainability is difficult to understand for potential investors. Therefore, a financial justification is required to incorporate sustainability into the company's strategy. The economic rationale shows the impact of various enterprise variables on mitigating adverse environmental effects from product releases and identifies levers to maximise sustainability. In doing this, the enterprise must understand, which way shareholders will use such estimation as an opportunity for their actions or a condition for their activities.

Discussion. Any production has a variety of environmental, social, economic and other impacts, which can be both positive and negative. Minimising the negative consequences of influences aggregate is called sustainability. Sustainability can be high or low. Today, we can measure the value of products, technologies, production due to the sustainability mechanisms. In addition, sustainability allows us to predict the result from the introduction of new technologies or products, to assess ones that are on the market already. Such an assessment will provide new opportunities for both the output and the business in attracting investments, new partners and consumers. For now, conscious consumers are the control link that determines the profitability and expedience of greening business and production.

Companies can demonstrate sustainability by presenting the benefits of products compared to similar products through own or partner information and education programs. We should not forget about the indirect benefits of sustainable indicators that can be "activated" with the help of other independent organisations. For example, the Ministry of Health of Ukraine can support the manufacturer via confirming the health benefits of the eco-friendly properties of a product or technology, etc. It is also possible to turn to the ideas of a sustainable compromise. In this case, we solve the dilemma of comparing the value of the application results of a specific technological process in different conditions. For instance:

− compare the funds invested in reducing emissions with the cost-effectiveness of the results for human health;

− to compare the efficiency of using eco-friendly packaging of goods with not eco-friendly ones in terms of the cost of their disposal and recycling.

Sustainability is suitable for companies of various scales. However, if the end link of the product is the other company, then the companies control values by themselves. And only after that, the consumer supervises values because of the mandatory mechanisms of the production process transparency inherent in a sustainable business. Investors can use sustainability to compare companies from different industries, setting cut-off values of environmental indicators for themselves. According to this, investors will develop sustainable investment strategies. Sustainability indicators can be a part of tax adjustments to encourage sustainable industries as their business model already includes environmental and health costs. The promotion of such a policy will undoubtedly affect the European integration processes in Ukraine. Moreover, the EU is implementing an Action Plan on environmental technologies, for which sustainable consumption and production is a priority.

Thus, this aspect should become basis for future studies bearing in mind the European integration processes in Ukraine.

4. Conclusions

Today, producers and consumers are aware of environmental problems and are worried about their consequences. Unfortunately, just worrying isn't enough today. Everyone must act at their level. It is necessary to avoid inertia and take responsibility for sustainability, rethink the corporate goals of the company and the role of business in society. Increase responsibility for sustainable development via external and internal actions that benefit people and the environment; and are profitable.

There is enthusiasm for the expected macroeconomic implications of European integration. However, the possibilities of integrating production and investing in environmental protection and sustainable environmental policy are still low. The projected increase in production will cause even more damage to the environment, while the prospects to prevent waste flows and emissions are not yet clear.

Today the concept of sustainability is widely underestimated and underutilized in business and political circles in Ukraine. Sustainability reporting, while practical, is still not necessary. Obviously, without a regulatory framework, the prospects for widespread business reporting are unlikely.

Ukraine needs to use sustainability strategies to analyse environmental policy activities in production and consumption based on the actual data. These activities will bring Ukraine closer to European integration.

It is needed to combine sustainable production and sustainable consumption into one cluster. It will allow sustainable initiatives are focused on systemic changes and essential areas of production and consumption – energy, transport, housing, agriculture, food. The practical value of the approach is in a strategy that includes measures stimulating environmental and socio-economic policy of production. It will allow moving from relative disunity of actions to technological standards. The proposed strategy can be implemented in recommendations for improving programs directed on changing behaviour with the gradual transition from individual consumers to broader initiatives to change the whole system of production and consumption.

Possibly, focusing on technology (rather than entire companies) and increasing consumer awareness can help identify business opportunities, increase differentiation and create a competitive advantage.

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