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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 54 (5) (2022)!

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

The collected papers and their objectives represent researches in linguistics, intercultural communication and education. Among them in linguistic realm here we come across: English translations of medieval classical Azerbaijan literature, similar and different grammatical categories of the verb in different languages (based on English and Azerbaijani materials), peculiarities of English cinematic text translation using lip-sync technique, structural, semantic, and pragmatic aspects of a sentence in modern English, brief overview of modern Ukrainian prose, as well as characteristic features of intercultural communication intercultural competence and acculturative stress and shock in PSMU international applicants.

The authors in the sphere of education elicit pedagogical aspects of organizational commitment of military and civilian personnel of the Armed Forces of Ukraine (psycholinguistic aspect), modern IT as the key to creating a new format of education, peculiarities of distance foreign language learning, the strategical model of adult education development in Ukraine, professional ethics for specialists in technical higher education institutions, the personality of the artist and critic in the literary process and literary criticism of Azerbaijan in the period of independence.

PNAP also highlights the current problems of health, environment, development, such as human factor issues in biomedical systems, spheronizer with the study of dynamic characteristics of granules and organizational and technological problems of intelligent interaction of road and sea transport.

Authors in the sphere of technology, creativity and implementation elicit modern approaches to influence public marketing factors, team management in the civil service in the present-day challenges and threats as well as the analysis of legal forms of land use under the legislation of Ukraine and Poland.

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**ENGLISH TRANSLATIONS OF MEDIEVAL CLASSICAL AZERBAIJAN LITERATURE****Elnara Abdullayeva**Doctor of Philosophy on Philology,
Ganja State University, Azerbaijane-mail: ib1303@mail.ru, orcid.org/0000-0002-5173-6953**Summary**

After the restoration of state independence in Azerbaijan, within 20–25 years, a rich translation literature covering various types and genres of our national word art was created in English. At the same time, books and monographs, literary-critical and theoretical-scientific articles were written in English about Azerbaijani literature. Many of the publications in English were published in the USA, Great Britain and other foreign countries, and some of them were published in Baku. At that time, it was impossible to fully cover the translation literature created by translating from our mother tongue within the framework of one article. The translated works we reviewed show that our literary examples translated from our mother tongue into English have been successfully presented. However, each of the translations we talked about in the form of a summary deserves a wider analysis and study from the point of view of translation studies.

The purpose of the article. It is a comprehensive study of the relations of Azerbaijani literature in the context of world literature.

Methodology and methods used. The methodological basis of the article is based on historical-comparative, comparative-typological, analytical-critical methods of approach. In the context of Azerbaijani-Western scientific-aesthetic thought, as well as in the level of scientific-theoretical parallels of Azerbaijani-English relations in the medieval period and XIX–XX centuries, in 1991–2011, the translation of examples of modern Azerbaijani literature into English and the study of these works in English-language literary studies were dedicated.

The main scientific innovation put forward. In the presented article, the author made innovations in the field of translation studies and scientific-theoretical aspects of the problems of studying Azerbaijani literature in the English-language literary studies of 1991–2011. Here, the materials have been filtered by literary and critical analysis, and the adequacy of the same theory of translation has been evaluated. The scientific novelty of the research was also developed by the analysis of the problems of studying Azerbaijani literature in English-language literary studies.

The following result was obtained in the article: Summarizing our analysis and research on the subject, we come to the following conclusions.

1) There is a history of approximately four hundred years of translation of a number of examples of classical and modern Azerbaijani literature into English and studying them in English-language literary studies.

2) Many examples of Azerbaijani literature in different types and genres have been translated into English and published separately as books. So, a rich material has been created for the study and research of the translated literature of the mentioned period.

3) Classical Azerbaijani literature, at different stages of historical development, has more or less established relations with a number of Eastern and Western literatures through more translations. The research conducted on existing translations has led to further expansion of our relations.

Classical masterpieces of Azerbaijani artistic thinking have been the focus of English literary thought for many centuries, and hundreds of our ancient historical manuscripts have become rare exhibits of individual libraries, scientific centers, and museums of Great Britain. There is no doubt that the works of our rich literary treasure – especially the works of Nizami, Nasimi, Fuzuli, Vagif, Akhundzade, Mirza Jalil, Sabir, Jabbarli, Vurgun, Anar, Elchin have created a high aesthetic appeal in English literary circles, have given impetus to the translation of their works into English and the study of their creativity in the international world.

Key words: Azerbaijani-English mutual literary relations, classical Azerbaijani literature, literary translation, comparative literary studies.

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1. Introduction

A comprehensive study of the relations of Azerbaijani literature in the context of world literature means, first of all, an examination of the creativity of literary luminaries of individual world nations on the basis of mutual comparison, literary influence and translations. This is a very relevant and important issue for our comparative literary studies. Each new look at the history of literary and cultural relations, each new scientific research and search, serves to uncover the unopened pages of Azerbaijan's history and literature. Azerbaijan-Europe, including Azerbaijan-English literary relations have a history of about 400 years.

After regaining state independence, the people of Azerbaijan took the path of cultural integration into the globalized world and Western values. In this regard, Azerbaijani literature has begun to attract more attention in foreign countries, especially in places where English-speaking people live. Issues of publication and research of classical Azerbaijani literature in English: the ancient and rich literature of the Azerbaijani people has always been in the center of attention of oriental studies; the works of our classics have been published many times in the East and in the West, and have been brought to different peoples through translation. Studies on our artists have been conducted at different levels and volumes. In these studies, the point of view was not only the translation of Azerbaijani literature into another language, but also the quality of the translated works, the concept of man and personality, and the alignment with the priority directions of modern world literature. The study of classical Azerbaijani literature abroad, in Europe, including English-language literature, is one of the most urgent problems. It should be noted that compared to our modern literature, the classical Azerbaijani literature has attracted more attention of western researchers, and the study of these texts was carried out in a sequence in specific periods. The continuous interest of the West in Eastern, including classical Azerbaijani literature is conditioned by purely scientific-ideological features rather than exotic ones, because sustainable research is, as a rule, ideologically sustainable in nature.

Researcher Leyli Aliyeva writes: “Regardless of distance and proximity, along with socio-political and economic relations, cultural relations are important means that bring them closer to each other. In particular, translated literature opens great opportunities for close contact with the customs, culture, outlook and social and political life of this or that nation” (*Aliyeva, 1997:3*). The translation of our national folklore, classic Azerbaijani literature into English, especially its study in English oriental studies, is one of the main topics of our comparative literary studies. In human history, the era of globalization – the integration of cultures, the formation and formation of the world civilization – has begun. There is no event of more or less importance in the life of this or that nation that does not reverberate throughout the world. The prerequisite and driving force for this kind of rapprochement of the peoples of the world is the cultural relations that have always existed between peoples and have become one of the most important attributes of our life today.

It has not yet been possible to determine the exact date of the translation of Azerbaijani literature into European languages. Nicholas Nikolay, who traveled to Istanbul as a French ambassador in 1551, mentioned Nasimi, an outstanding Azerbaijani poet who lived in the 14th century, characterizing religious sects in Turkey, but the translation of classical Azerbaijani literature into Western European languages dates back to the 17th, especially the 18th centuries. Since then, the works of such classics as Khagani, Nizami, Nasimi, Fuzuli have been studied in Europe, and at the same time, they have been translated into the languages of foreign nations. Azerbaijan's literature, which has a very rich and comprehensive heritage, has always attracted the attention of world orientalists. The acquaintance of Western orientalists with the classical Azerbaijani literature began in the 16th century, and from the 17th-18th centuries, this literature was studied by being translated into European languages.

Therefore, the comprehensive translation of Azerbaijani literature samples into European languages, especially English, coincides with the 17th-18th centuries. During this period, European researchers, as well as English-speaking researchers, studied the works of individual Azerbaijani poets and also showed a tendency to translate them. However, more work was done in the field of translation of examples of Azerbaijani literature in the 19th and early 20th centuries. One point should be noted that a comprehensive study of any country begins with travel and translations.

For the first time in British oriental studies, the researcher-scientist Charles Rio compiled the catalogs of Persian and Turkish manuscripts of the British Museum. These catalogs, consisting of three volumes and an appendix, cover the years 1879-1895. Theology, history, geography, linguistics, etc. are included in the catalogs compiled by Rio. He carefully systematized valuable manuscripts about sciences in a collective form. Along with the European classics, the catalogs include Khagani, Mujiraddin Beylgani, Nizami Ganjavi, Shams Tabrizi, Hasanoglu, Avhedi, Assar Tabrizi, Imadedin Nasimi, Süruri, Khatai, Muhammad Amani, Govsi Tabrizi, Saib Tabrizi, as well as a broad description of manuscript of Fuzuli's “Divan” (a collection of works) is given in Persian and Turkish. This fact, that is, providing a comprehensive description of cultural examples of the classical period, is very valuable from the point of view of not losing the classics, preserving them, and looking for examples that have been overlooked after years and centuries have passed. According to classical literary traditions, there were several versions of a collection of works by any poet. Providing a detailed description of the examples that came into the hands of Western scholars later opened the way for extensive scientific comparison, and thus the differences between variants, even the differences between different copies of the same poetic example, were of great importance in terms of opening the way for new researches. The difference

and complementarity of cultures is more evident in the process of translation, creating great opportunities for writing fundamental studies. Taking the manuscripts created in one place to other countries and keeping them in museums was of great importance in terms of both preservation and research of those texts.

Academician Hamid Arasli, first of all, opened a detailed conversation about the collection of the manuscripts of Azerbaijani classics in the British museum since the 17th century and their introduction to the world of science through the catalogs compiled by the English orientalist Ch. Rio (*Arasli, 1998:6-7*).

As in the literature of all European countries, Nizami Ganjavi's work occupies a central place in English-language literature, both in the studies written by orientalists and in translation. In 1786, William Jones translated the poem "Treasure of Secrets" into English in prose, and this translation was published in London in 1804 after V. Jones's death (*Khalilli, 2002:21*). It should be noted that the aforementioned researcher was an unparalleled connoisseur of Eastern literature, and his book "Grammar of the Persian Language" written in 1771 gained great fame worldwide.

In general, the interest in Nizami's work in English-language literature has been quite great. It is no coincidence that special studies and articles have been devoted to the history of studying and publishing the famous Azerbaijani poet in English. In different years, A. Krymski, Y. Bertels, A. Seyidzade, A. Agayev, S. Devek, V. Destgerdi, R. Qayibova, S. Nafisi, H. Arasli, R. Azade, R. Aliyev, Sh. Khalilli and other research scholars have discussed the history of Nizami's study in English and also made certain opinions about the quality of the translation of Nizami's works into English. The majority of experts are of the opinion that Nizami Ganjavi is the best-known representative of Azerbaijani literature in English-speaking countries. Excerpts from separate works of the thoughtful poet, as well as whole works, have been translated into English in different years. James Atkinson, one of the English-speaking poets, also applied to Nizami's work and translated the poet's poem "Leyli and Majnun" directly from Persian into English. The delicate, romantic work of the Azerbaijani poet was published in 1836, at a time when romanticism flourished in Europe and America, and aroused the great interest of hundreds of readers in those countries. As a result of this interest, the same translation by J. Atkinson was republished in 1894. As we mentioned above, the translation of classic Azerbaijani literary examples into English (also by various translators and especially linguists- !) had a strong influence on the literary process in Europe.

In his study "The Influence of Persian Sufism on English Romantic Poetry", Elham Nilchain wrote: "English (British) Romantics were strongly influenced by Eastern culture and literature mainly through two aspects: exoticism and mysticism" (*Jafar, 1982:7*). According to him, on the one hand, the romantics admired the East's individuality, charm, sensuality, passion, sensuality, tyranny, and vindictiveness. They learned such characteristics of the East from fairy tales and legends and studied the social and political conditions of their own countries in comparison with the characteristics they studied. Thus, writers such as Walter Savage Landor (1775–1864), Robert Susey (1774–1843), Thomas Moore (1779–1852), Percy Bysshe Shelley (1792–1822) and Byron (1788–1824) depicted the wild exoticism and unusualness of the East with inspiration their literary works.

Although the study of the relationship between Nizami's heritage and the literature of the world's peoples began a long time ago, in fact, the study of these relationships coincides with the translation of individual works of the genius poet into different languages (*Agayev, 1996:4*). Professor Akbar Aghayev took the first steps in the field of studying the problem of Nizami and

world literature (*Agayev, 1964*). Starting from the 1940s, articles on this topic were published in "Nizami" almanacs published today.

After Nizami, Muhammad Fuzuli was one of the poets that English researchers turned to more often. The great Azerbaijani poet Mehmed Fuzuli is an artist who has enriched the treasury of world literature with his poetic gems. It is no coincidence that his works, which gained fame during his lifetime, were translated into the languages of the world's peoples and attracted the attention of research scientists in the Near and Middle East, as well as in Europe. The first information about Fuzuli, whose literary heritage has been studied in European oriental studies since the first half of the 19th century, was given by the German orientalist Hammer Purgstal. The study of the poet's literary heritage from a scientific point of view, mainly, starts from the second half of the 19th century. We can find scientific notes about the life and work of the great poet in the catalogs of Ch. Rio, in the works of E. Gibb, Brown, Kassel, A. Bombachi, S. Khouri and other orientalist philologists (*Aliyeva, 188:4*).

Academician Hamid Arasli wrote: "The famous English orientalist Gibb was not wrong when he compared it to the Sun. Indeed, Fuzuli's poetry shone like a sun on the horizons of Azerbaijani literature, and Azerbaijani poets received light from it for centuries" (*Arasli, 1998:13*).

In the West, in Europe, the German orientalist Hammer Purgstal is considered the first researcher of Fuzuli, but due to his poor knowledge of the Turkish language and the subtleties of this language, he could not properly introduce the poet to the Western readers, on the contrary, he made wrong assumptions about him. The description of the manuscripts of Fuzuli's works in the catalogs compiled by the English orientalist Charles Rion, as well as the study of Fuzuli by other English researchers, is a good example of the great interest in the poet's literary heritage. The services of Elias John Wilconson Gibb, an English orientalist and a great connoisseur of Oriental poetry, who studied him scientifically for the first time in introducing the Azerbaijani poet in Western Europe, are incomparable. Indeed, the opinions of the English scientist about Fuzuli's life and work are distinguished by their scientificity, and their translations by their artistic nature. It was Gibb who, contrary to all European orientalists, once and for all put an end to the wrong and controversial opinions about the artist saying that "Fuzuli is an Azerbaijani poet" and considered them unfounded (*Aliyeva, 1997: 140*). We find writings about Fuzuli in the works of orientalists who belong to other nations and write in English. Thus, although researchers such as Najibullah, Mugdet Mansuroglu, Abdulgadir Karakhan briefly discussed Fuzuli, they did not go further than their predecessors. The Italian scientist A. Bombachi showed special interest in the literary heritage of Fuzuli and tried to carefully study his life and creativity. Either in the work entitled "History of Turkish Literature" published in 1956, or in the voluminous preface written by the Turkish poetess Sofi Huri to "Leyli and Majnun", which was translated into English in its entirety, or in the work of the Italian scholar "Iran and Islam" published in 1972. His opinions about Fuzuli are interesting from a scientific point of view.

In addition to giving theoretical opinions about the poet, researchers translated Fuzuli's gems whenever possible. The poet's works have been translated into English since the 19th century. Gibb was the first to translate Fuzuli's works into English. Gibb's translations were successful because he knew the Turkish language well. The poet's works have been translated into English by Sophie Houri, Alessio Bombachi, Bernard Lewis, Irina Zheleznova and others.

2. Translation of Azerbaijani literature of the 19th-20th centuries into English and its literary-theoretical evaluation in English-language literary studies

The place and importance of literature in the history of Azerbaijani-English and English-Azerbaijani mutual cultural relations and attitudes and in their modern development is very great. The history of literary translation in Azerbaijan and national translation studies show that we have a wide range of examples of literary translations of classical oriental literature from Arabic and Persian languages, and later from Russian language. A number of outstanding examples of world literature have often been translated into our mother tongue through the Russian language. Although some famous works of Western literature are mainly translated from Russian, that is, from a third language, this situation contributed to the enrichment of Azerbaijani culture and literary and artistic thought. From this point of view, A.A.Bakikhanov, G.Zakir, M.F.Akhundzade and “Akinchi” magazine, including “Kashkul”, “Fuyuzat”, etc., published in the end of the 19th century and the first quarter of the 20th century. such magazines and individual literary figures had a great role. In the last century, Ali Bey Huseynzade, Abbas Sahhat, Hashim Bey Vazirov, Mirza Jalil, A. Hagverdiyev, Abdulla Shaig, Nariman Narimanov and other writers considered it necessary to pay special attention to the translation and publication of foreign literature, including English-language works.

English-USA-Azerbaijan and Azerbaijan-English-USA literary relations and attitudes emerged and developed as a bilateral process. In other words, just as the English-language literature was studied and studied in Azerbaijan through translation and publication, Azerbaijani literature was also translated into English and delivered to readers in Great Britain and the United States in the form of various publications. In this sense, the history of the translation of Azerbaijani classic literature and folklore into English, its distribution and research in the Western world and the United States covers a period of about 400 years. Especially since the second half of the 19th century, the classics of Azerbaijani literature such as Khagani, Nizami, Nasimi, Fuzuli, M.F. Akhundzade have been analyzed and studied in English translations and publications.

From the beginning of the 20th century to the present day, the publication of individual works of Azerbaijani poets and writers, as well as their entire books, has been widespread in England and the United States. If in that period, including the 80s of the last century, the works of Azerbaijani authors were mainly translated into English through the Russian language, after the restoration of our state independence, our writers and poets were presented in Great Britain and the United States, mainly through direct translation from the Azerbaijani language. This has undoubtedly made it possible to deliver our national literature to the English-speaking readers in a more level and qualitative way. From this point of view, we should especially mention the publication in English of the books of the famous writer Mir Jalal Pashayev and the folk poet Bakhtiyar Vahabzade in the United States. In the last 15-20 years, the book of writer and publicist Azer Aliyev was translated into English and published in the United States. At the same time, Piruz Khanlu and his wife, editor Betty Blair, have done great work in the direction of spreading our historical and cultural truth, as well as the pearls of ancient and rich Azerbaijani literature to the whole world through the illustrative magazine “Azerbaijan International” – “AI” (“International Azerbaijan”) and these works are continued with creativity (*Azerbaijan International*, 2010). The translation of the 19th century Azerbaijani literature into English has taken a unique path, and it should be noted that rich experience has been gained in terms of translation theory.

3. Issues of Azerbaijani literature in “Azerbaijan International” magazine

The founder-publisher Pirous Khanlou and his wife, editor-in-chief Betty Blair, have been publishing the color-illustrated magazine “Azerbaijan International” since 1993 in Los Angeles, USA. This magazine, published in English and read in more than 50 countries of the world, covers the history, culture, socio-political, economic life of the Azerbaijani people. As already confirmed, this publication has done invaluable work in the direction of introducing Azerbaijan in the world arena in terms of the most diverse relations, and has succeeded in introducing the intricacies of the vocabulary of our people to the world press.

Among the materials printed here, there are articles and information directly related to oral folk literature of Azerbaijan, our classical poetry and our modern word art. The scientific-theoretical analysis and evaluation of those materials from the position of translation studies is an urgent issue. In this regard, let's consider the 1996 spring issue of “Azerbaijan International” magazine, which meets its readers four times a year (spring, summer, autumn, winter). In the magazine's 1996 spring issue (*Azerbaijan International*, 1996), editor Betty Blair's main article called “Contemporary Literature” (“Editorial: Contemporary Literature”) talks about some nuances and characteristic features of modern Azerbaijani literature and the modern literary process. Mrs. Betty Blair shows that Azerbaijan has been known as a nation of poetry lovers for centuries. There are many statues of literary figures who wrote and created from the 12th century to the present day in Baku. But the most important thing is the legacy of the classics, whose statues were erected for her. But is the legacy of great writers now preserved and continued? Are new themes and new forms emerging? (Has the legacy of great writers continued? Are new themes and new forms emerging?) (*Azerbaijan International*, 1996:4). In this regard, he mentions the names of Anar, Elchin, Chingiz Abdullayev, Yusif Samadoglu and other prominent writers. B. Blair shows that humanism has always been the leading theme in Azerbaijani literature. (The dominant theme of Azerbaijani literature has always been humanism) (*Azerbaijan International*, 1996:68). Humanism is such a category that after a literary period has passed and reached its end at one point or another in this history, it is necessary to create the first embryos of a new literature, otherwise, the “blood circulation” of the literary process will stop, and the humanist concept of literature, which depicts a person in the past, will become old and it's useless. According to him, new literature is emerging in Azerbaijan, albeit in embryonic form. But in order to further develop and speed up this process, it needs to be supported by the international community (A new literature is beginning to emerge in Azerbaijan though it's still embryonic in form. But the process needs support from the international community if it is to flourish) (*Azerbaijan International*, 1996:68).

4. Conclusion

Translation, which plays the role of a spiritual bridge between literatures, has always been the leading form of literary relations and has become the main criterion in its development and enrichment. Because throughout the centuries in human history, peoples learning from each other and benefiting from each other's spiritual treasure was based mainly on translation. Thus, the rich wealth of each national culture and literature served to enrich the national spiritual wealth of other nations precisely through the mediation of translated works. From this point of

view, publications of translated works at certain stages of development of Azerbaijani-English mutual literary relations were revealed, and their ideological-artistic features, merits and defects were evaluated from the point of view of translation studies.

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SIMILAR AND DIFFERENT GRAMMATICAL CATEGORIES OF THE VERB IN DIFFERENT LANGUAGES (BASED ON ENGLISH AND AZERBAIJANI MATERIALS)

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Summary

The grammatical and lexical peculiarities of the English verbs are the subject of the numerous scientific theoretical, practical, historical works touch upon the grammatical structure of the English language. However, in modern science the existed divergence of the opinions due to this problem, and also an assemblage of the new facts, new approaches and new methods of analysis predetermine a constant necessity and possibility of the further investigations, and that defines the actuality of our scientific research. A study of the structural-semantic features of the verbs, a formulation of the peculiarities of its using depending from its semantic meaning, an emphasizing of transformation, which are done during the translation of the analyzed verbs are the aims of our investigation.

Key words: verb, category, allomorphic and isomorphic aspects, Modern English, Participle.

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1. Introduction

In modern English, verbs are also classified according to their relationship to the object. From this point of view, as in Azerbaijani, verbs in English are divided into two groups: verbs that require an object (indirect object) after them, and verbs that do not require an object (indirect object) after them. Verbs included in the first group are called transitive verbs. Examples of this are the verbs "to send, to show, to bring, to see" and so on. After such verbs, as a rule, the passive perfect is used, for example: "I sent a letter to him. She showed her picture to me. The postman brought the parcel yesterday. The children saw many interesting things in the museum". Active verbs in the Azerbaijani language are always used in the active form of the self-noun and "whom?, what?" requires an independent object (indirect object) that answers one of the questions, for example: "see, know, say, hear, wrote, knew, saw, said, let them hear" require an object that is an answer to one of the above questions, and the work performed by the subject it shows that it passes over the object and affects it. The main characteristic of effective verbs in English is that they are used alone and become lexically common, as if complete. An object is definitely required to complete the meaning of these verbs, for example: "What are you writing?" used in the sentence "I am writing". The word "to write" is an active verb. The verbs included in the second group, that is, that do not require an object after themselves, are called intransitive verbs. Examples of these verbs are "to look, to sleep, to laugh, to swim" and so on. The main thing characteristic of passive verbs and distinguishing them from active verbs is that these verbs can be used independently in a sentence without the need for any object, for example: "We laughed all together. The child was sleeping soundly when I entered

the room". In passive verbs in the Azerbaijani language, such an influence relationship between the subject and the object does not occur, because the work performed by the subject (verb) does not require any object, for example: "come, go, work, sit, I arrived".

2. Discussion

In modern English, these words can be used as both active and passive verbs. For example, "to begin, to see, to hear, to read, to stop, to move" etc. verbs can be shown, for example: after the verb "to begin" in one case, the unmediated completeness can be used. Example: "I begin another book", otherwise it is not processed. Example: "After a heavy thunderstorm the rain began". In the first case, the verb "to begin" is effective, and in the second case, it is ineffective. In Modern English, verbs in the personal form have the following grammatical categories: person-quantity category, aspect category, tense category, mood category, voice category. The person-quantity category is the least developed category of the verb in English. There is almost no independent grammatical (morphological) tool to express this category of the verb. However, in the indefinite form of the present tense, a single suffix "-s / -es" is used that can indicate person and quantity in the third person singular. It should be noted that the person-quantity category of the verb in English is a syntactic-morphological category, and its main means of expression are personal pronouns. The aspect category is one of the grammatical categories of the verb, and it indicates the nature and style of the action. In English, there is no separate means of expression for the voice category of the verb. This issue has become an object of debate among different linguists. So, among the well-known Russian linguists: B.A. Ilyish, A.I. Smirnitky, M.A. Ganshina, N.M. Vasilevskaya, B.S. Khaymovich, B.I. Rogovskaya believe that there are two forms of the verb in modern English: Common Aspect and Continuous Aspect. (*Ilyish 1971:86; Jarceva, 1960:116; Ganshina, 1964:138; Kaushanskaja, Kovner & Kozhevnikova, 1973:134*). I.P. Ivanova believes that the verb in modern English does not have a separate aspect category, but the time-aspect category works together in this language (*Ivanova, Burlakova & Pocepov, 1981:51*). During the research, it became clear that there are four aspects of the verb in modern English: Common aspect, Continuous aspect, Perfect aspect, Perfect Continuous aspect. The tense category indicates the time relation of the action expressed by the verb. English, like other languages, has three tenses: past, present, and future. The mood category of the verb indicates the relation of the performed action to the subject and the object. There are two voices of verbs in modern English: Active voice and Passive voice. Some linguists, for example, L.P. Vinokurova, V.N. Zhigadlo, I.P. Ivanova, L.L. Iofik, believe that in addition to the above-mentioned forms of the verb, there is also a reflexive type of the verb in modern English. According to them, the reflexive type of the verb in English – active voice is expressed by reflexive pronouns added to the verb, for example: "shave himself, wash herself, busy oneself, cut themselves" (*Zhigadlo, Iofik & Ivanova, 1956:121*). According to L.P. Vinokurova, in this case reflexive pronouns lose their lexical meaning and have only an auxiliary function. B.A. Ilyish talks about two more types of verbs in modern English – reciprocal type and middle type (*Ilyish, 1971:123-125*). B.S. Khaymovich and B.I. Rogovskaya do not agree with the idea of reflexive and reciprocal types in English (*Khaimovich & Rogovskaya 1967:130*). Q.O. Korm, like other linguists, accepts that the verb in modern English has active voice and passive voice. But he says that the passive voice type consists of several subtypes: Common Actional Passive forms, New Passive Actional forms (*Curme:1935:117*). B.S. Khaymovich and B.I. Rogovskaya do not agree with this opinion put forward by G.O. Korm about the type category inherent in the verb in English (*Khaimovich & Rogovskaya 1967:128-129*). M. Y. Blokh writes about

this: "The type category occupies a special place in the category system of the verb because it reflects the control of the process in relation to the participants and expresses the syntactic construction. The passive form of the syntactic construction expresses the acceptance of the action by the subject, and its weak opposite form – the true form – has the meaning of "non-passivity". Compared to the Russian language, English has a broad understanding of the type category of direct and indirect verbs in the passive voice type. Another feature of the type category of the English language is that the forms of the active voice type express the meaning of the passive voice type in many cases" (*Blokh 1983:170*). As I.P. Ivanova noted: "The terms "active" and "passive voice" are used in English grammar. W. James writes in *Talks to Teachers* that one of his relatives was trying to explain the meaning of the passive voice to a little girl: "Imagine that you are killing me, you are the person who is killing me in the active voice, and I am the person who is in the passive voice. I'm kind." "How can you talk if you're dead?" – the girl asked. "You can imagine that I was not really killed." In the morning, the girl was asked in class about the passive voice type, and she replied: "It's the type where you're talking to him, and he's not quite dead." This anecdote testifies to the serious mistakes made in the study of grammar and the imperfection of the traditional term "voice" (William James, *Talks to Teachers*) (*William, 1925:78*). In English, type can be defined more precisely as a category that expresses the nature of the continuation of the action to the point of speech indicated by the form. Therefore, in order to show the inseparable, strong connection of type and time, the forms of the type are named as type-time forms (*William 1925:52*). V. L. Kaushanskaya notes: "The verb form is a grammatical category that expresses the attitude of the speaking person to the action, expressed by the verb in terms of reality" (*Kaushanskaja, Kovner, Kozhevnikova, 1973:134*). According to Otto Jespersen: "Most grammarians call the verb forms in English and other languages as follows: indicative, subjunctive, imperative mood of verb, infinitive and Participle I. In some cases they are called "fact-mood", "thought-mood" and "will-mood" as they present. And Henry Sweet says: "However, they do not express the relationship between "subject and verb"" (*Sweet, 1930:21*).

It would be more correct to say that they express a certain attitude of the speaking person towards the content of the sentence "attitudes of the mind". Although in some cases the choice of verb form is determined not by the attitude of the speaker, but by the character of the Clause sentence and its relationship to the main nexus (relation). Next, it is important to remember that we speak of a "predicate form" only if the speaker's attitude is expressed through a verb form. Accordingly, predicate form is a syntactic, not a conceptual category. Verb form is a category of meaning, not form. The verb form expresses the fact. Subjunctive mood is sometimes used to express imaginary, unreal issues, but there are cases where reality is expressed. The real state of things here is probably as follows: the original subjunctive mood is rendered indefinite in various cases. At this time, it cannot be demarcated from the Verb form in either a logical or an understanding relationship. Later, it had a special fate in each language, in some languages the scope of its processing was limited, and in others, especially in subordinate clauses, it expanded on the contrary. Otto Jespersen wrote about it. *Barhudarov, Shteling, 1973:283-288*). In the book "The Structure of Modern English", B.A. Ilyish carefully and very cautiously analyzes the issue of the subjunctive mood form of the verb: "The unusual disagreement of various authors indicates that the interpretation and systematization of the subjunctive mood form of the verb causes real difficulties. The reasons for this difficulty consist of two factors: 1) the same forms express different meanings; 2) the same meaning is expressed in different forms. It is this fact, that is, the crossing of form and semantics, that leads to the subjectivism of their interpretation. When addressing the issue

of choosing between identity of form and difference of meaning, B.A. Ilyish conducts the analysis of the verb form category in two plans – meaning and means of expression. By including the meaning of desire, he discovers four basic meanings: desire, possibility, unreal condition, and result of an unreal condition. Thus, starting from the meaning, three or four forms of the verb can be detected. If we proceed from the means of expression, six verb forms are obtained by including the imperative" (*Sweet, 1930:88-90*).

A.I. Smirnitsky distinguishes: a) verb form I, including statements that do not contradict reality; b) on the contrary, including statements that contradict reality, verb form II; c) presumptive news form, including statements resulting from the combination of the infinitive and the verb "should" and any Subject; d) conditional news form, including analytical forms with the verbs "should" and "would" used in the head of the conditional branch sentence (*Smirnitsky, 1959:223*). L.S. Barkhudarov denies the existence of the news form of the verb in English on the following grounds: since the second component of the forms with the verbs "Should" and "would" is the infinitive, he does not consider these forms analytical, saying that the infinitive can also be in free constructions. L.S. Barkhudarov considers the forms "if I knew, if I had known" correct as past and past perfect forms in a special syntactic context (*Barhudarov, Shteling, 1973:67*).

In the modern Azerbaijani language, there is no sign of the active voice type of the verb. These verbs indicate that the subject's attitude towards the predicate is active, regardless of whether the subject (doer) participates in the sentence as an independent word, that is, it appears with the active participation of the subject in the execution of the work, or it can appear at any time. For example: in the sentence "He heard yesterday's event", the verb "heard" is considered active voice, if the subject is not present. In English, the predicate in the active voice type means that the subject actively participates in the performance of the work. The subject acts in the subject function of the sentence. Active or passive voice of the verb used in the sentence is revealed only through the opposition, that is, through the form of the passive voice of that verb: wrote – was written. Indefinite verbs indicate the passive participation of the subject in the execution of the work, that is, it is not known by whom the work is performed. As in modern Azerbaijani, in English, the passive form of the verb means that the action is performed on the subject, for example: "knew – known; I am called. Am I called? I am not called". In modern English, the tenses of the verb form in the active voice type are divided into four groups: indefinite tenses, continuous tenses, perfect tenses, continuous perfect tenses. The image category of the verb indicates the relation of the action to the truth, it shows that the action is true, desire, request, condition, advice, request, etc. Modern English has three forms of the verb: predicate, imperative, and indirect. Due to the participation of person and tense suffixes, the predicate form is included in the second group of verbs, that is, no special image signs are involved in this form of the verb.

Tense and personal suffixes play a key role here. Since the predicate form of the verb means to tell someone else in which tense and by which person a thing is being done or will be done, only the tense and the person need to be determined. This can be expressed through separate tense and person suffixes. Therefore, only tense and person suffixes are involved in the predicate form of the verb. The tense suffixes of the predicate form of the verb are as follows: in the simple past tense – "-ды, -ди, -ду, -ду", "-мыш, -мыш, -муш, -муш; -ib, -ib, -ub, -üb", in the present tense - "-ir, -ir, -ur, -ür", in the definite future tense – "will, -ik", in the indefinite future tense – "-ar , - husband". In the predicate form, only the first and second person suffixes are used, and no special suffix is used for the third person. In this respect, the predicate form differs from the imperative form. Personal suffixes used in the form of prediacate also differ according

to time. In this respect, personal suffixes used in predicate form can be divided into three parts: personal suffixes used in simple past tense, personal suffixes used in definite and indefinite future tense. In the modern Azerbaijani language, the predicate form of the verb is divided into two parts, simple and complex, both in terms of content and form. The simple predicate form is built on the pattern of the tense suffix and the person suffix of the verb. So, when a tense suffix is added to the verb and a person suffix is added to it, a simple predicate form is formed. The complex predicate form is formed by means of the prepositions "-idi, -imiş, -ise", i.e. after the tense suffixes added to the verb, the compound form of the predicate is formed by adding one of the prepositions "-idi, -imiş, -ise" before the personal suffix. As the verb expresses work, state and action, it also shows different grammatical relations between the words in the sentence by accepting the signs of forms of its own categories. One of the grammatical categories of the verb has its own form and meaning. However, the grammatical categories of the verb are organically related to each other. In the Azerbaijani language, as well as in other languages included in the Turkish group, the types of verbs express the relationship between the work, state and action with the subject. The aspects of the verb indicate the completion, continuity, repetition, development, complete execution, transformation of the action, etc. In the languages included in the Turkic group, including the Azerbaijani language, each of the verbs cannot be included in one or another type by itself. The picture category of the verb shows the attitude of the speaker towards the work, situation and action in terms of whether the work, situation and action are real or not. The tense and voice categories of the verb differ in meaning from the aspects, and are also selected according to the way of expression. The aspects of the verb are mainly expressed analytically. Tense and voice forms are modifiers, and aspects are modifiers. Auxiliary verbs expressing aspect meanings are not capable of being used with all the main verbs in our language. Therefore, in aspect combinations, there is one of the characteristics of word-correcting forms, such as not being able to cover all the words in that part of speech, for example: "go, fade, die, stupid, stretch, rise" and when combined with other verbs, "fade away, die, it forms aspect combinations such as "to flow, to stretch, to rise". While it can show the development of work, situation and action, it cannot form aspect constructions when used with verbs like "eat, sleep, write, read" and so on. The predicate form of the verb means that, as in modern Azerbaijani, in modern English, the action performed, the existing state, is a real fact, the truth. For example: "John Galsworthy wrote a lot of novels. Jack London was born in 1876". The predicate form of the verb is also used to express conditions that are possible to perform. For example: "If it snows, they will not go on an excursion" (Ch. Dickens). "Body, dear, you don't mind if I sit on Joe's knee, do you?" (J. London).

There are four indefinite tense forms of the predicate form of the verb in modern English: the present indefinite form, the past indefinite form, the future indefinite form, and the past tense future indefinite form. The main characteristic of the indefinite tense forms of the predicate form of the verb is that they do not indicate any other characteristics of the action, its continuation or completion. It indicates that the action happened in the present or past time, as well as in the future or will happen in the future based on the past. Verbs in English are divided into groups of finite form and infinite form of verbs depending on their grammatical categories and syntactic functions. Finite forms of the Verbs are only in the predicate position in the sentence, they agree with the subject according to person and quantity: I am a teacher. They are students. Finite forms of the Verbs have person, number, tense, voice, aspect, mood categories. Some of these categories are formed synthetically (both by means of suffixes and by the change of voiced or voiceless): "I want, he wants, I made"; and some of them are formed analytically (by means of auxiliary words): "I have read, I shall read". The non-finite form of verbs in

English includes the Infinitive, the Participle, and the Gerund. Non-finite form of verbs have the signs of verb and noun (infinitive and gerund) or verb and adjective (participle I). For example, modern Azerbaijani language has three non-finite forms of the verb: infinitive, participle I and participle II. However, although the non-finite forms of the verb in both languages are the same in number, they are different in content. Unlike English, Azerbaijani does not have a verb form called gerund. In English, the verb form called participle II, which is widespread in our language, does not exist (*Vəliyeva, 2008:203*). In general, the non-finite forms of the verb are part of the verb system of the English language. To understand the non-finite form of verbs, first of all, we need to compare them with the finite form of verbs and analyze them by revealing the similarities and differences between them. Since the infinitive and the gerund have a lot in common, we will take them together in comparison with the finite form of verbs, and we will compare the participle I separately. According to the corresponding verb, the infinitive and gerund have the same lexical meaning as the finite form of verbs. However, non-finite form of verbs differ from finite form of verbs in several grammatical features:

1. The categories of person and quantity characteristic of finite verbs are not suitable for infinitives and gerunds.

2. The form of the verb is characteristic only for personal verbs. However, it should be noted that although the infinitive has no form and cannot express any real or unreal action, it expresses a certain modality due to some of its functions: necessity, possibility and purpose: a) necessity, for example: "I have got something terrible to tell you". b) possibility, for example: "I had nobody to talk to". c) goal, for example: "I'm going upstairs to pack my things". When the perfect infinitive is used with some modal verb combinations, it sometimes shows that the action did not happen in the past, for example: "They should have told him about it".

3. Like finite form of verbs, impersonal non-finite form verbs also have known and unknown types, for example: "to take – to be taken, taking 0 being taken". Like finite form of verbs, the infinitive and gerund can change according to tense, for example: "to take – to have taken; taking – having taken".

4. In terms of tense category, infinitive and gerund are quite different from finite form of verbs. Non-finite form of verbs usually express the absolute tense, that is, they express in full that the action belongs precisely to the past, future or present time. However, non-finite form of verbs express the tense of the action in a relative form, that is, according to the message of the sentence. The action expressed by non-finite form of verbs is usually used at the same time as the verb of the sentence, or it is used both before and after the verb.

In general, it is the non-finite form of verb that are widely used in English. Analytical types of the gerund are generally underused. Different analytical types of the infinitive are usually used in some meanings of modal verbs, for example: "He must be happy now. He must have been waiting for you". Analytic types of the infinitive are also used after several special verbs, for example: "to seem, to appear, to happen" and so on. But even in these cases, the simple infinitive is more required. The continuous form of the infinitive is usually used to emphasize the progress of the process and at the same time to make the event more expressive, for example: "It was pleasant to be driving the car again". The continuous form of the infinitive is usually used after special modal verbs and verbs, for example: "to seem, to appear, to happen". It usually shows that the action started before the specified time and is still going on, for example: "They seemed to have been getting on a bit better". Infinitives and gerunds differ from personal verbs in terms of the subject of the action they express. Like the finite form of the verb, the non-finite form of the verb also agrees with the subjunctive, but the way non-finite form of verbs agree with the subjunctive is quite different from the

personal verbs. Sometimes the subject of non-finite form of verbs is often expressed through secondary members, for example: "Seeing you there by the door, made me remember what I had to do". According to their meaning and function, infinitive and gerund are divided into two groups as finite form of verbs: 1) they can be the main verb of the sentence, for example: "It amused him to tease the girl"; 2) as a structural word, for example: "He is said to be a good chap". Finite form of verbs also differ from non-finite form of verbs according to their function in the sentence. Finite form of verbs, as we know, perform the predicate function in the sentence. Non-finite form of verbs can participate in different functions: subject, object, definition and adverb. The negatives "not" and "never" are usually used after or in the middle of different analytical forms of complex predicate in finite form of verbs, for example: "He was not here". However, in non-finite form of verbs, the negatives "not" and "never" are used at the beginning even in analytical forms, for example: "I had learned a long time ago not to show what I felt". Participle I is quite different from the finite form of verbs such as infinitive and gerund, despite having many features belonging to the corresponding verb. Participle I is very close to the lexical properties of the verb. Participle I, being the main type of transitive verbs, expresses uncertainty, for example: "It was a question put down by one of the correspondents". Participle I agrees with the subject like the finite form of verbs. However, there are relatively few ways to express the subject in the infinitive and gerund. The subject of Participle I can be a person or thing expressed by the subject or completeness of the sentence, for example: "He heard his name called". Participle I, like the finite form of verbs, is expressed by means of secondary members of the sentence, usually the verb comes after the adjective, indicating place, tense, direction of action, for example: "She told me of the parcel delivered in the morning".

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GENREMERKMALE DER DEUTSCHEN POLITISCHEN ANEKDOTE

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Zusammenfassung

Politische Anekdoten sind kurze Geschichten satirischer und humorvoller Natur über eine typische Lebenssituation, ein Ereignis oder ein Phänomen. Das Thema der Anekdoten umfasst stets aktuelle Themen des alltäglichen und gesellschaftspolitischen Lebens. Wenn man berücksichtigt, welche Witze beliebt sind, kann man die Stimmung in der Gesellschaft in Bezug auf das politische und wirtschaftliche Leben des Landes analysieren. Ein bestimmter Text funktioniert so lange, wie die Fakten und Phänomene, die er widerspiegelt, relevant sind (jetzt sind die DDR-Witze usw. aus dem aktiven Gebrauch). Mit dem Verlust der Relevanz gehen Anekdoten in einen "passiven" Bestand über, aber sie können wieder "lebendig" werden, sich reaktualisieren, wenn eine ähnliche Situation oder ein ähnliches Ereignis eintritt (die Existenz des Ausdrucks "bärtige Anekdote" weist nicht nur auf die Notwendigkeit der Relevanz des Genres hin, sondern auch darauf, dass der Text sehr "lebendig" ist und für eine lange Zeit existiert). Daher ist es wichtig, thematische Gruppen und Zyklen nicht nur synchron oder unter dem Gesichtspunkt der Identifizierung einiger ihrer gemeinsamen zeitlosen Merkmale zu untersuchen, sondern auch im diachronen Abschnitt, in der Entwicklung: Veränderungen innerhalb des Zyklus oder der thematischen Gruppe in verschiedenen Epochen, die Ersetzung einiger Themen durch andere, Besonderheiten der Reaktualisierung bestimmter Texte usw. sind von Interesse.

Das Ziel dieser Arbeit ist es den aktuellen Stand der Erforschung von Genre-Merkmalen der politischen Anekdote zu analysieren und Aspekte zu identifizieren, die weiter Entwicklung bedürfen.

Schlagwörter: politische Anekdote, spezifische Merkmale, Pointe, komischer Effekt, Witz, Humor.

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1. Einführung

Die Relevanz der Studie besteht darin, die Gattungsmerkmale des politischen deutschen Witzes zusammen mit der Mentalität von Kulturgemeinschaften zu bestimmen, was dazu beiträgt, die Art der Interaktion zwischen Sprache und Denken zu klären. Der Inhalt des Witzes regt den Adressaten zu einem möglichst aktiven Denkprozess an und nicht nur zur Wahrnehmung eines fertigen, unreflektierten Verständnisses. **Das Ziel der Studie** ist es, die Genre-Aspekte des deutschen politischen Witzes zu analysieren. Das Ziel besteht darin, folgende Aufgaben zu lösen: die Gattungsmerkmale der politischen deutschen Anekdote zu bestimmen und die Merkmale der politischen Anekdote aus der Sicht der Linguistik zu betrachten.

Die wissenschaftliche Neuigkeit der erzielten Ergebnisse wird dadurch bestimmt, dass auf der Grundlage einer integrierten Betrachtung des politischen Witzes als Text- und Sprachgattung seine Gattungsmerkmale im Rahmen der in der Arbeit vorgeschlagenen neuen Richtung der Linguistik – der Semiotik – bestimmt werden. Es ist erwiesen, dass ein politischer Witz eine

situativ-verbale Einheit eines Kommunikationsmodus ist, der ein Mittel zur sprachlichen Beeinflussung des kommunikativen Verhaltens der Kommunikationsteilnehmer ist.

Zur Untersuchung der Gattungsmerkmale der politischen Anekdote werden diskursive Analysemethoden eingesetzt. Zur Bestimmung des Genres der Anekdote wurde eine interpretative Textanalyse durchgeführt. Als Quelle für die Recherche der politischen Anekdoten dienten deutschsprachige Internetpublikationen.

Die Kategorie des Komischen ist Untersuchungsgegenstand verschiedener Wissenschaften, wie der Literaturwissenschaft, der Kulturwissenschaft, der historischen und politischen Lehre, der Linguistik, der Ästhetik, der Philosophie, der Psychologie und der Soziologie. Die größte Aufmerksamkeit wird der Untersuchung der Mittel zur Erzielung eines komischen Effekts gewidmet (V.V. Vinogradov, V.I. Karasik, E.E. Suvorova, A.A. Shcherbina, D.R. Schmit, etc.).

Die Semiotik (griechisch semeion – 'Zeichen') ist eine Disziplin, die sich mit der vergleichenden Untersuchung von Zeichensystemen befasst, neue Perspektiven in der Erforschung des Komischen eröffnet und die Parameter für seine systematische Umsetzung festlegt. Einer der Begründer der Semiotik, der amerikanische Philosoph Charles Morris, identifizierte drei Aspekte der Semiotik des Zeichens: die Semantik, die die Beziehung zwischen dem Zeichen und seinem Inhalt untersucht; die Syntaktik, die die interne Struktur von Zeichensystemen oder die Beziehung von Zeichen zueinander untersucht; und die Pragmatik, die die Beziehung von Zeichen zu ihren Absendern, Empfängern und dem Kontext der Zeichenaktivität untersucht (Ivanov, 1999: 19). Gegenwärtig wird die Semiotik verstanden als "die Wissenschaft eines allgemeinen Zeichensystems, das über den privaten Systemen steht, und als Werkzeug zur Analyse der Objekte in jedem von ihnen" (Frishe, Lunacharskiy: 25). Einen großen Beitrag zur Entwicklung des begrifflichen Apparats der Semiotik leistete der herausragende einheimische Linguist Y.S. Stepanov (Novikov, 2003).

2. Hauptteil

Genremerkmale der deutschen politischen Anekdote

Metapher, Vergleich, Übertreibung, Euphemismus, Antithese, Apostroph, Prosopopöie und Wortspiel sind die wichtigsten Mechanismen zur Erzeugung eines komischen Effekts.

Eine Metapher ist die Verwendung eines Wortes in einem übertragenen Sinn, der auf der Ähnlichkeit zweier Objekte oder Phänomene beruht. Zum Beispiel: Diese Partei hat schon eine Mauer des Schweigens errichtet.

In diesem Fall wird das Wort "eine Mauer" nicht im wörtlichen Sinne verwendet, sondern bedeutet im übertragenen Sinne "mangelnde Reaktion", "mangelnde Bereitschaft zum Dialog".

Der Vergleich ist ein Stilmittel, bei dem ein Phänomen mit einem anderen verglichen wird, wodurch die Gemeinsamkeiten hervorgehoben werden. In deutschen politischen Anekdoten sind die Vergleiche in der Regel pejorativ (wenn ein Pejorativ im Text vorkommt, ist es meist Spott, Ironie, Sarkasmus, Empörung, Wut, Drohung, Unzufriedenheit oder Enttäuschung). Es gibt noch kein Wörterbuch der Pejorative, und es gibt auch keine Kriterien für die Auswahl von Wörtern, die zu dieser Gruppe gehören, wodurch der komische Effekt verstärkt wird.

Mit einem Vergleich kann man auch eine humorige oder ironische Note in den Text bringen. Über ein deutsches Dorf, das die besten Touristenzeiten hinter sich hat, schreibt eine Journalistin:

Auch die Zikaden zirpen, als würden sie dafür bezahlt.

Oder in einem politischen Artikel wurde diesen Vergleich gefunden: *Solche Floskel-Einleitung ist so überflüssig wie ein Sandkasten in der Sahara.*

(Borodulina, Tzupazeva, 1987 :188).

Unter Euphemismus versteht man die Ersetzung von Wörtern, die als unhöflich oder "unanständig" gelten, durch beschreibende Ausdrücke, Fremdwörter oder bedeutungslose Gleichklänge.

Meistens finden sich Euphemismen in einer Reihe von Witzen, die sich an eine breite Leserschaft richten und dazu beitragen, Unhöflichkeiten zu vermeiden, die für Kinder unerwünscht sind. Zum Beispiel: Ob in Politik und Wirtschaft, in der Literatur oder im allgemeinen Sprachgebrauch – Euphemismen werden überall dort verwendet, wo es etwas zu verbergen gibt. Sie können ironisch und humorvoll verwendet werden, aber auch etwas sehr Ernstes bedeuten. Fakten, Gegenstände und auch Menschen können besser dargestellt werden, als sie tatsächlich sind.

Euphemismen sind besonders bei Tabuthemen wie "Tod" beliebt. Anstatt ein negativ besetztes Wort zu verwenden, wie in diesem Fall, ersetzen sie es zum Beispiel durch "Ableben" oder "Entschlafen". Diese Begriffe klingen positiver und gleichzeitig nicht so schmerzhaft. Genau wie der berühmte deutsche Comedian: "Wer am Ende ist, kann von vorn anfangen, denn das Ende ist der Anfang von einer anderen Seite" (Karl Valentin).

In diesem Beispiel mildert der Euphemismus das Gespräch über den unausweichlichen Prozess des Todes mit einem Hauch von Humor.

Die Hyperbel ist eine stilistische Figur der ausdrücklichen und bewussten Übertreibung, um die Ausdruckskraft und Betonung des Gedankens zu verstärken.

"Der Politiker in dieser Partei ist blitzschnell."

"Was für ein Schneckentempo du an den Tag legst."

"Nach der Sitzung ist er wirklich totmüde und möchte schlafen."

"Beispiele gibt es hier ja wie Sand am Meer."

"Die Wartezeit für dieses Gespräch ist wirklich endlos."

Die Antithese ist eine der Techniken der Stilistik, die darin besteht, kontrastierende Ideen und Konzepte zu vergleichen, die durch eine gemeinsame Gestaltung oder einen gemeinsamen Inhalt miteinander verbunden sind (*Frishe, Lunacharskiy*).

Die Antithese drückt ein bestimmtes Gegenteil aus. Die Konjunktion "aber" ist ein gängiges, aber nicht immer zutreffendes Signal. Oft wird die Antithese mit dem Parallelismus verbunden.

Zum Beispiel:

"Heute hü, morgen hott; die einen sagen dies, die anderen das".

Das bedeutet: wie die Fahne im Wind; sich ständig widersprechen, ständig seine Meinung ändern.

Die komische Wirkung des Witzes beruht auf der Kollision zweier gegensätzlicher Bedeutungen: schlau – klug.

Apostroph (oder Metabasis) – Anrede einer abwesenden Person, als ob sie anwesend wäre (*Frishe, Lunacharskiy*). Unsere Untersuchungen haben gezeigt, dass diese Stilfigur zum Beispiel in deutschen Witzen besonders häufig vorkommt:

"O leih' mir, Sohn der Maia, deine Ferse Schwingen"

Prosopopöie – eine Art Personifizierung, Verkörperung; eine stilistische Wendung, bei der das Objekt mit Eigenschaften ausgestattet wird, die ihm nicht wirklich innewohnen (*Frishe, Lunacharskiy*).

Zum Beispiel:

"Das Alter scherzte, die Jugend sang..."

In diesem Beispiel ist das Alter mit einer menschlichen Eigenschaft wie der Fähigkeit zu scherzen ausgestattet, die Jugend mit der Fähigkeit zu singen.

Schwarzer Humor ist ein eher selbstkritisches, bitteres Lachen über die wenig beneidenswerte Existenz des Menschen in der Welt. Dank des schwarzen Humors können die Menschen aufhören, das zu unterdrücken und zum Schweigen zu bringen, was sie mit ihrem Verstand nicht ruhig akzeptieren können. Solche Witze ermöglichen es uns, den Aspekten des Lebens, die uns Angst machen, offen ins Gesicht zu sehen und sie zu besiegen, indem wir uns über die Situation erheben und sie von außen betrachten:

Es ist eigenartig, dass jeden Tag gerade so viel passiert, wie in eine Zeitung passt.

Karl Valentin deutscher Komiker (1882–1948)

Man muss die Fahne dort wehen lassen, wo der Sieg winkt.

Manfred Rommel, deutscher Politiker (1928–2013)

*Wenn einem schon einmal etwas Gutes angeboten wird,
sollte man immer gleich mehr nehmen.*

Otto Graf Lambsdorff, deutscher Politiker (1926–2009)

*Mit der Wahrheit kann man allenfalls leger umgehen –
lügen muss man ganz genau.*

Hans Kasper, deutscher Politiker (1939)

Laut einer Studie der Universität Wien sollen Menschen, die auch herzlich über die Schattenseiten des Lebens lachen können, mit einem hohen Intelligenzquotienten gesegnet und vor allem besser gelaunt sein.

Eine Humoreske ist ein kurzes humoristisches Werk, das von einem komischen Abenteuer oder einer Charaktereigenschaft einer Person erzählt. Mit seinen Ausdrucksmitteln steht er dem Genre der humoristischen oder satirischen Geschichten nahe. Sie hat jedoch ihre eigenen Merkmale. Werke dieses Genres sind leicht und beweglich. Sie enthalten keine unnötigen Details, die Handlungen der Helden sind in jedem Moment psychologisch und handlungstechnisch motiviert, der Inhalt der humorvollen Geschichten ist dynamisch, lustig und originell.

Ein Wortspiel ist ein literarischer Kunstgriff, bei dem in einem Kontext verschiedene Bedeutungen eines Wortes oder verschiedene ähnlich klingende Wörter oder Ausdrücke verwendet werden (*Ivanov, 1999: 18*). Ein Wortspiel, auch "Flachwitz" oder "Plattwitz" genannt, ist ein humorvolles Wortspiel.

"Kommentiere nicht, sonst kommen Tiere!"

«Bismarck biss Mark
Bis Mark Bismarck biss»

Um die Übersetzung eines Wortspiels zu bewältigen, ist es äußerst wichtig, sein Wesen gründlich zu studieren. Zunächst ist zu bedenken, dass "der stilistische Zweck eines Wortspiels - einen komischen Effekt zu erzeugen, die Aufmerksamkeit des Lesers auf einen bestimmten Punkt des Textes zu lenken – in der Übersetzung vollständig wiedergegeben werden muss; gleichzeitig muss sich der Übersetzer strikt an den Rahmen des entsprechenden "komischen Genres" halten - vom harmlosen Witz bis zur scharfen Ironie oder bissigen Satire". Anders als bei der Übersetzung eines gewöhnlichen Textes, bei der der Inhalt in eine neue sprachliche Form gegossen werden muss, wird hier, bei der Übersetzung eines Wortspiels, die Form des Originals - phonetisch und/oder grafisch – neu ausgedrückt (*Kuzmin, 1976:47*). Gleichzeitig machen es erhebliche Unterschiede in der syntaktischen Struktur oft unmöglich, bei der

Übersetzung bestimmter Arten von Witzen eine vollständige Äquivalenz auf syntaktischer Ebene zu erreichen.

Die obige sprachliche Anekdote kann als anschauliches Beispiel dienen, das diesen Gedanken bestätigt. Es ist unmöglich, die Bedeutung von "nicht kommentieren, sonst kommen Tiere" unter Wahrung des Wortspiels ins Ukrainische zu übersetzen, da es im Ukrainischen keine entsprechende Form mit der semantischen Bedeutung des deutschen Wortes gibt, die, wenn man sie zerlegt, zwei Einheiten mit lexikalischen Bedeutungen ähnlich der Bedeutung der deutschen Wörter ergeben würde.

Es ist sehr schwierig, ein solches Wortspiel auf Ukrainisch zu vermitteln, aber das bedeutet nicht, dass es unmöglich ist. Der bekannte Übersetzer literarischer Texte Gal N.I. behauptet, dass "unübersetzbare Wortspiele" "das Eingeständnis der eigenen Ohnmacht des Übersetzers" sind.

"Natürlich", schreibt sie, "steht man manchmal wirklich machtlos vor einer sehr rätselhaften Aufgabe" (*Kuzmin, 1976:47*).

Einer Version zufolge leitet sich der Begriff vom Namen der deutschen Stadt Kalau ab, in der zu Zeiten Martin Luthers ein besonders geistreicher Pfarrer gelebt haben soll, der von 1848 bis 1944 eine politische Satirezeitschrift Kladderadatsch herausgab, die wöchentlich satirische Nachrichten bot. Kladderadatsch (wörtlich "Tramtaram", "Fuck-taram", ein Berliner Dialektausdruck für etwas, das herunterfällt und zerbricht).

Gegründet wurde die Zeitschrift von dem Berliner liberalen Humoristen David Kalisch, der in den heißen Jahren der Märzrevolution mit seiner kritisch-spöttischen Dynamik und unverhohlenen Offenheit wie eine Bombe einschlug.

Nach der gescheiterten Revolution ging die betont liberale Zeitung auf Nummer sicher, schwenkte auf einen gemäßigeren Ton um und begleitete fortan unermüdlich, kritisch und witzig den Aufstieg Preußens und die weiteren Entwicklungen im Reich, ohne die bestehenden politischen Verhältnisse im Kern zu hinterfragen.

Unter dem Chefredakteur Johannes Trojan vertrat die Zeitschrift nationalliberale Ansichten und unterstützte die Politik von Otto von Bismarck. Und ab 1923 begann die Zeitschrift, Hitler und den Nationalsozialismus zu unterstützen.

Artikel, Feuilletons, Parodien und Karikaturen der Zeitschrift machten sich nicht nur geistreich und ausgewogen über die politischen Schachzüge von Bismarck und Napoleon lustig, sondern verleugneten auch nicht die Berliner Herkunft der Zeitung, so dass "Kladderadatsch" die intellektuelle Sympathie seiner Leser gewann. Die Karikaturen in der Zeitschrift wendeten sich zunehmend antisemitischen Themen zu" (*Gal, 2001*).

Ein weiterer semiotischer Mechanismus zur Erzielung von Humor ist die Verletzung der Zeichensyntax, die sich in deutschen Witzen häufig in der Verletzung der Verwendung von Elementen ausdrückt, die bestimmten Funktionsstilen eigen sind. Jeder der funktionalen Stile der Sprache hat sein eigenes etabliertes System von sprachlichen Mitteln und ganz bestimmte Regeln der Kombinierbarkeit seiner Bestandteile, so dass das, was in einem funktionalen Stil die Norm ist, im Kontext eines anderen funktionalen Stils inakzeptabel und lächerlich ist.

Am häufigsten in der deutschen Anekdote, die am ehesten als Folklore-Genre lassen sich Elemente des zeitungsjournalistischen und des amtlich-geschäftlichen Funktionsstils ausmachen.

Der offizielle Geschäftsstil, der vor allem in der juristischen, administrativen und öffentlichen Sphäre funktioniert, kommt auch in Anekdoten zum Ausdruck. Ihre wichtigsten Merkmale sind: Präzision, strenge syntaktische Struktur, sprachliche Klischees, Fachterminologie, verbindlicher und präskriptiver Charakter.

Die betrachteten Zeichenverletzungen, die der Entstehung des komischen Effekts zugrunde liegen, betreffen also die Einheiten verschiedener Ebenen: Wörter, satzübergreifende Einheiten und soziolinguistische Kompatibilität von Zeichen:

– *Sie können morgen mit Ihren Gesetzen spielen, sehr geehrter K., aber jetzt ist Feierabend.*

– *Seien Sie verflucht und Ihr Defomin!*

So gibt es in der Sprache von Politikern ein Vokabular verschiedener funktionaler Stile (wissenschaftliche Begriffe, hochtrabendes Vokabular), das in alltäglichen Anekdoten normalerweise nicht vorkommt.

Eine weitere Quelle für deutsche Witze ist der wissenschaftliche Stil, auf dem Witze über Politiker aufbauen. Abstraktheit (Begrifflichkeit), Logik, semantische Genauigkeit und Objektivität kennzeichnen "politische" Witze. Zum Beispiel:

"Herr Minister, ich freue mich, Sie kennenzulernen. Ich habe schon viel von Ihnen gehört."

"Aber beweisen können Sie mir nichts!"

Ein Reporter fragt einen Politiker: "Herr T., was sagten sie doch neulich in Ihrer Fernsehansprache über die Arbeitslosigkeit in den neuen Bundesländern?"

Antwort des Kanzlers: "Ich? Nichts." Darauf erneut der Reporter: "Das weiß ich, aber mich würde doch mal Ihre Formulierung interessieren!"

Was die humoristischen Möglichkeiten der Zeichenpragmatik angeht, so geht es eher um die Variation der Zeichenbedeutung als um Zeichenverletzungen. Damit der kommunikative Zweck der Anekdote erfüllt werden kann, ist es notwendig, dass der Empfänger nicht nur im sprachlichen, sondern auch im außersprachlichen Kontext orientiert ist. Besonders deutlich wird dies bei Witzen über Themen, die für eine bestimmte Sprachkultur, in diesem Fall Deutsch, spezifisch sind. Zum Beispiel:

Wessi, Wessi – Du hast dein Versprechen gebrochen! – Macht nichts, Du kriegst'n Neues. "

Es gibt typische Anekdoten über Warenknappheit in der DDR, wo viele Dinge nicht gekauft, sondern "beschafft" werden mussten. So trafen sich beispielsweise Cousins und Cousinen, einer aus dem Osten und einer aus dem Westen, in Berlin. Zum Abschied sagt Wessi: "Schreib mir, wie es dir geht". – "Es ist nicht einfach", antwortet der Ossi, "bei uns wird alles zensiert." - Wenn alles in Ordnung ist, schreiben Sie mir mit schwarzer Tinte, wenn es Probleme gibt, schreiben Sie mir mit grüner Tinte", sagt Wessi. Einen Monat später erhält "Wessi" einen Brief mit schwarzer Tinte: "Uns geht es wunderbar. Die Lage auf dem Lande bessert sich. Die Menschen sind glücklich. Sie können alles kaufen: Butter, Eier, Orangen, frischen Fisch. Leider fehlt nur die grüne Tinte.

Um die Komik dieser Situation zu verstehen, ist ein gewisses außersprachliches Wissen erforderlich. Was für einen Deutschen automatisch verständlich und lustig ist, kann für einen Vertreter einer anderen Sprachkultur aufgrund der unterschiedlichen politischen und historischen Gegebenheiten überraschend sein. Nachdem wir uns mit der Geschichte Deutschlands vertraut gemacht haben, verstehen wir, dass sich der obige Witz auf "Ossi" und "Wessi" bezieht, denn die Deutschen waren vor der Vereinigung Deutschlands in Ost und West geteilt.

Das linguistische Material überzeugt uns davon, dass im Falle einer teilweisen oder vollständigen Verletzung einer der drei semiotischen Dimensionen des Zeichens die Verwendungsnorm des Zeichens verletzt und die Stabilität seiner Semantik, Syntax oder Pragmatik zerstört wird, was, wenn es vom Rezipienten angemessen wahrgenommen wird, zur Erzeugung eines komischen Effekts führt.

Aus semiotischer Sicht ist die Entstehung eines komischen Effekts also auf eine teilweise oder vollständige Veränderung der Semiotik des Zeichens zurückzuführen. Gleichzeitig sind unter den semiotischen Mechanismen der Humorerzeugung die semantischen Mittel wahrscheinlich die häufigsten.

Im Hinblick auf die Komplexität der Übersetzung deutscher Witze ins Ukrainische sind Witze, die auf Wortspielen basieren, von besonderem Interesse. Humor entsteht auf der Ebene der Syntax durch die Verwendung stilfremder Elemente in Anekdoten, während die humoristischen Möglichkeiten der Pragmatik eines Zeichens von seinem Verhalten (Produktion und Wahrnehmung) unter realen Kommunikationsbedingungen abhängen. Im Allgemeinen beruhen die Produktion und die Wahrnehmung des Komischen auf dem Zusammenwirken dreier grundlegender Dimensionen des Zeichens - Semantik, Syntaktik und Pragmatik.

Neben der Relevanz und Aktualität der Anekdote gibt es weitere Merkmale des Genres: spezifische Merkmale der Figuren, das Fehlen eines Titels, das Vorhandensein einer Pointe. So haben die Figuren einer Anekdote relativ stabile (und daher leicht erkennbare) sprachliche und verhaltensmäßige Merkmale: Vertreter verschiedener ethnischer Gruppen (deutsch, ukrainisch, amerikanisch), Berufe (Richter, Rechtsanwalt, TV-Moderator), politische Figuren (Honecker, Mielke usw.), Helden der Massenkultur (Fritzchen, Peter Lustig) usw. Die Merkmale der Witzfigur ähneln den Merkmalen des Tricksters (von K. G. Jung festgestellt): Unberechenbarkeit des Verhaltens, gleichzeitige Gerissenheit und Dummheit, die Neigung, anderen böse Streiche zu spielen und sich selbst zu verletzen, nicht aus Wut, sondern aus Unbewusstheit. Eine Figur mit demselben Namen in verschiedenen Witzen kann sowohl derjenige sein, der täuscht, als auch derjenige, der getäuscht wird, und in einigen Texten ist es unmöglich, die Motivation seines Verhaltens zu verstehen (Dummheit oder Gerissenheit). Obwohl der Trickster eines der "Psychologeme" (uralte archetypische Strukturen der Psyche) ist, betont C. G. Jung, dass das Trickstermotiv im Geist eines modernen Menschen existiert (der es oft nicht einmal vermutet) und manchmal aktiviert wird (*Jung, 1999: 266*). Dies legt nahe, dass eine Anekdote eine der Möglichkeiten für eine solche Aktivierung ist. Ein genauerer Vergleich der Merkmale des Tricksters und des Charakters der Anekdote (z. B. auf der Ebene der Funktionen) ist Material für weitere Entwicklungen.

Das nächste Merkmal der Anekdote ist das Fehlen eines Titels. Oft wird sie durch eine metatextuelle Einleitung (der Begriff von O. Y. Shmelova und O. D. Shmelova (*Berezin., 2009: 71*)) ersetzt, die eine kurze Beschreibung des Textes geben kann: a) nach Charakteren (über Lorient, über einen Georgier), b) nach Themen (über die Schule, über die Armee), zum Beispiel "Und hier noch eine Anekdote zum Thema Armee", "Kennen Sie eine solche Anekdote über einen Georgier?", auch die Quelle kann angegeben werden, die Textkenntnis des Publikums kann spezifiziert werden ("Kennen Sie diese Anekdote?", vgl. die metatextuelle Einleitung zum deutschen Witz: "Kennen Sie den?" (*Shmeleva, Shmelev, 2002: 140*) oder einfach das Genre angeben ("Kurz gesagt, ein Witz..."). Eine solche Einleitung lenkt die Aufmerksamkeit des Zuhörers auf die Wahrnehmung einer bestimmten fiktiven Situation, die einen unerwarteten Ausgang hat und in der Regel zum Lachen führt. Die zusätzliche Angabe des Themas/die Wahrnehmung der Handlungen der Figuren vor (vgl. "Vortext-Signale" in einem Märchen: "Nun, ich werde dir ein Märchen erzählen..." (*Bazil, 2012*)). Bisher gibt es keine Arbeiten, die sich mit der Untersuchung der Abhängigkeit des metatextuellen Inputs von der spezifischen Kommunikationssituation befassen: dem Kontext des Gesprächs, der Identifikation zwischen Adressaten und Adressat (Alter, sozial, emotional usw.) und anderen Faktoren. Diese Richtung der Forschung ist vielversprechend.

Ein weiteres charakteristisches Merkmal der Anekdote ist die Pointe (unerwarteter Ausgang). Der Grund für ihr Auftreten nennen die Forscher in der Regel denselben Faktor, bezeichnen ihn aber mit unterschiedlichen Begriffen: das Zusammentreffen unvereinbarer Kontexte, das Aufeinanderprallen gegensätzlicher Weltanschauungen (gleichzeitig zuverlässig, überzeugend) (*Chistov, 2005: 158*), eine scharfe semantische Verschiebung, der Wechsel von einem semantischen Feld zu einem anderen, die Zerstörung der Schablone und die Bildung eines neuen Standpunkts zur Situation (*Kurganov, 1997: 124*). Die meisten Wissenschaftler stützen sich bei der Analyse des Gesetzes der Pointe auf die Arbeit von V. Raskin "Semantische Mechanismen des Humors", der betont, dass der komische Effekt im Witz durch das unerwartete Zusammentreffen gegensätzlicher Skripte/Szenarien entsteht (*Kimakovich, 2005: 88*) (kognitive Strukturen, die Wissen darüber enthalten, was Menschen in bestimmten Situationen tun, wie sie es tun, in welcher Reihenfolge, etc. (*Kimakovich, 2005: 89*)). Das Gesetz der Pointe wurde ausführlich von O. O. Chirkova (*Raskin, 1979: 325*) entwickelt, die über den "Mechanismus der semantischen Verschiebung", den Wechsel der semantischen Ebenen, spricht. Der Mechanismus funktioniert nach zwei Gesetzen: Konvertierung (ein Teil der Information geht in den Subtext, der andere wird im Text ausgedrückt, aber so knapp wie möglich) und Transmutation (Einsatz von Informationen, Überdenken des vorhandenen Wissens durch Hinzufügen neuer, im Subtext versteckter Informationen). In der Linguistik wird dieser Mechanismus von V. M. Ivanov analysiert und als Äquivokation bezeichnet, die durch die Kollision von explizitem und implizitem Inhalt des Textes realisiert wird (*Chirkova, 1998: 32*). Es gibt zwar Arbeiten, die das Gesetz der Pointe in der modernen Anekdote im Detail analysieren, aber keine Studien über dieses Element der Poetik in der literarischen und bäuerlichen Anekdote des XIX. Jahrhunderts: ob die Pointe obligatorisch war, ob sie immer auf die Erzeugung eines komischen Effekts ausgerichtet war, inwieweit sie vom formalen Standpunkt aus der Pointe der modernen Anekdote ähnelt usw. So werden die wichtigsten Gattungsmerkmale der Anekdote im wissenschaftlichen Diskurs analysiert, aber es gibt praktisch keine Studie über sie in der Dynamik und unter Berücksichtigung ihrer Einbeziehung in den kommunikativen Prozess. Solche Studien werden eine genauere Vorstellung von der Gattung der Anekdote vermitteln.

3. Schlussfolgerung

Jede Nation hat ihre eigene Art von Humor und ihre eigene, einzigartige Wahrnehmung des Komischen, je nach Situation und bestimmten Einflussfaktoren, die zweifellos eine wichtige Rolle bei der Herausbildung einer bestimmten Kultur spielen.

In dieser Arbeit haben wir die allgemeine Theorie des verbalen politischen deutschen Humors in Bezug auf kurze humorvolle Texte analysiert, die Bedeutung des soziokulturellen Aspekts bei der Übersetzung kurzer humorvoller Texte berücksichtigt, die Arten von humorvollen Texten und sowie das Material zum aktuellen Thema gesammelt und analysiert, das in Zukunft im Bildungsprozess und als Grundlage für neue wissenschaftliche Forschungen verwendet werden soll.

Die Hauptprobleme bei der Wahrnehmung von Humor in deutschsprachigen humoristischen Texten sind das Problem der Angemessenheit und das Problem der soziokulturellen Unterschiede, denen wir in der Arbeit besondere Aufmerksamkeit schenkten. Wir haben bewiesen, dass eine Anekdote eine Art sprachliche Gattung ist, für deren Verständnis man eine Reihe von Kenntnissen benötigt: landeskundliche, kulturelle und universelle.

Eine wichtige Rolle bei der Wahrnehmung von humoristischen Texten spielen: die historische Vergangenheit des Landes, nationale Traditionen und Bräuche, Verhaltensmuster, geografische Merkmale, Nachbarländer und die Beziehungen, die sich im Laufe der Jahrhunderte zwischen ihnen entwickelt haben. In einem kurzen, humorvollen Text, der uns allen als "Anekdote" bekannt ist, kommen alle Besonderheiten, der nationale Charakter, die Stereotypen und die Mentalität zum Ausdruck.

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ORGANIZATIONAL COMMITMENT OF MILITARY AND CIVILIAN PERSONNEL OF THE ARMED FORCES OF UKRAINE (PSYCHOLINGUISTIC ASPECT)

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Summary

The aim of this article is to study the structure of organizational commitment as well as the psychological and behavioral mechanisms behind it among groups of military and civilian personnel of the Armed Forces of Ukraine. Based on the assertion that the army has an authoritarian (directive) style of management characterized by principles of unity of command and high centralization of leadership, in this work with the purpose of getting the sincere answers and reliable results the preference was given to the psycholinguistic method of research, namely, free association experiment. The results of the study proved that there are significant differences in the structure of organizational commitment when it comes to the position of individuals in the military hierarchy, that is, whether they hold a military/civilian position or are just beginning their military career as cadets. Dominant element in the structure of organizational commitment of civilian personnel of the Armed Forces of Ukraine is affective commitment, in relation to servicemen it is continuance commitment, in relation to cadets it is normative commitment.

Key words: psychological and behavioral mechanisms, military forces, free association experiment.

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1. Introduction

The urgent need to provide the successful training and execution of armed forces combat missions has induced increased interest in the phenomenon of emotional intelligence. At present, members of the armed forces “engage with an utterly new array of cultural, intellectual, and practical challenges that did not even exist ten years ago, all requiring high emotional intelligence” (*Aguilar & George, 2019*). Emotional intelligence is becoming a fundamental component of the success and effectiveness of a military force in accomplishing its objective because it involves emotional, personal, social and survival aspects of intelligence that are more important to day-to-day functioning than the more traditional cognitive aspects of intelligence (*Bailey, 2015*). Military tasks that are based on collaborative and interdisciplinary teamwork dictate the need for the emotional intelligence to “effectively synchronize, work together cooperatively to solve conflict problems, and contribute as members of inter-professional teams to provide successful performance outcomes and experience higher positive attitudes in their daily military tasks” (*Valor-Segura et al., 2020*). One of the aspects of emotional intelligence, which people use to achieve success in all areas of life (*Mayfield, 2019*) and which has been given special consideration in the context of military service is organizational commitment (OC). Organizational commitment goes beyond the scope of the organizational loyalty and involves “identification and involvement of an individual in a specific organization” (*Mowday*

et al., 2013), that is, an acceptance and strong belief in organizational values, a willingness to put more effort or do more to accomplish a task than is expected in terms of job descriptions, a high desire to maintain membership in the organization (*Mowday et al.*, 2013). Organizational commitment is an important determinant of organizational efficiency and effectiveness (*Brockner, Senior, & Welch*, 2014). Research has shown that OC is a key factor to improve performance, build collective cognition and organizational citizenship behavior, reduce absenteeism and turnover rate (*Brown, Hillman, & Okun*, 2012). Moreover, employees who are motivated to invest their time and effort in furthering the organization's objectives are increasingly seen as the organization's primary asset (*Gutierrez, Candela, & Carver*, 2012).

From a military management perspective, organizational commitment can serve as the basis for developing effective military personnel policies (*Tseng & Lee*, 2011) aimed at maintaining, strengthening, development and retention of armed forces' human resources due to finding solutions to deter military personnel from applying for a voluntary discharge and to maintain and improve motivation and performance through the use of knowledge about organizational commitment.

2. Background

Theoretical basis of the study. Organizational commitment at work is considered as a psychological state or attitudes that connects people with a course of action related to one or more of the organization's objectives, and a willingness to pursue this course of action (*Lee, Tan, & Javalgi*, 2010). As such, commitment differs from motivation inasmuch as commitment influences behavior regardless of other motives and attitudes, and can support persistence in a chosen course of action, even if it conflicts with motives (*Mayer, Salovey, & Caruso*, 2004; *Meyer et al.*, 2013). The theoretical basis of this study is a three-component model of organizational commitment developed by Meyer and Allen (1991) within the framework of organizational psychology. According to this model, organizational commitment is regarded as a multidimensional construct that includes socio-relational, behavioral, normative dimensions. Thus, it is assumed that OC characterizes any behavior that include 1) affective commitment – the desire of employees to stay in their organization; 2) normative commitment – the employees' self-imposed obligation to stay in their organization, and 3) continuance commitment – the employees' need to stay in their organization (*Meyer & Allen*, 1991; *Shanker & Sayeed*, 2015). Affective commitment is an employee's emotional attachment formed by positive feelings arising as a result of participation in the organization's activities (*Mayfield*, 2019). Normative commitment is an employee's fundamental attachment based on the loyalty to the organization (*Mayfield*, 2019). Continuance commitment is an attachment arising as a consequence of employee's calculation of benefits and losses to know what he/she can be entitled to (*Mayfield*, 2019). It should be noted, that each individual can experience all of these types of commitment simultaneously, only in different degrees (*Mustafa, Ismail & Buntat*, 2014). Notwithstanding the fact that all three components of OC increase the possibility of retaining a membership in the organization by employees, it is important to distinguish between these components because they can have quite different effects on working behavior (*Mustafa, Ismail & Buntat*, 2014).

Based on the works in the field of OC (*Meyer & Allen*, 1991; *Stazyk, Pandey, & Wright*, 2011; *Khalili*, 2011; *Mayer, Salovey, & Caruso*, 2004; *Meyer et al.*, 2013) and in order to acquire a comprehensive understanding of the relationship between the phenomenon of

organizational commitment and the employees' psychological state/attitudes, the characteristics of the three components of OC were summarized in a comparative table 1.

Table 1

Comparative table of components of organizational commitment

Components of organizational commitment		
Affective	Normative	Continuance
1. Preference for cognitive or affective aspects of decision making		
predominance of affective (emotional) processes	predominance of cognitive (intellectual) processes	predominance of cognitive (intellectual) processes
2. Intrinsic motivation		
strong belief in and acceptance of the goals and values of the organization; a confidence in reliability of the organization itself and one's position in it; a conviction in one's own individuality and exclusivity engendered by a sense of belonging to a community	inclination to be in accordance with the expectations and norms of society	eagerness to retain its membership in the organization, based on the rational requirements of the situation
3. Extrinsic motivation		
positive work experience, absence of stressful situations in the workplace	social pressure and obligations to the organization, for example, when signing a contract	taking into account the external factors or "side bets", such as social, material benefits and guarantees, additional incentives
4. Behavioral manifestations		
clear positioning and self-identification in the structure of professional identity	civic organizational behavior, a willingness to make significant efforts on behalf of the organization	environmental adaptation

Literature review. During the measurement of organizational commitment among military personnel the researchers of the socio-psychological aspects of military forces (Karrasch (2003), Gade, Tiggler, Schumm (Gade, Tiggler & Schumm, 2003; Gade, 2003), Allen (2003), Langkamer, Ervin (2008) and others) were guided by the usefulness and practical application of the findings from a military perspective, while contributing to the development of theory of organizational commitment. For example, results from a sample survey of officers conducted by Langkamer and Ervin (2008) indicate that officers' perceptions of psychological climate have a direct and indirect effect on their intentions to leave the Army through affective commitment and morale and that affective and continuance commitment interact to predict intent to leave the Army. Bourgo and Segal's (1999) study focuses on practices that can increase military personal' organizational commitment through support of families. Researchers argue that perceptions of the supportiveness of both formal policies and informal practices have significant independent effects on the organizational commitment of soldiers. In addition, family support also has a significant positive indirect effect on commitment through reduced Army-family conflict. Gade, Tiggler, and Schumm (2003) examined and tested the relationship of affective and continued organizational commitment to critical organizational outcomes.

The focus of researchers' attention also included relations between affective and continuance commitment combinations and soldier-reported retention intentions, morale, and readiness. Research conducted by Inderjit et al (2018) produced some interesting results in identifying the factors that contribute to the effectiveness of Senior Non-Commissioned Officers (SNCOs) in the combat support corps. The research also determined that there is a significant relationship between organizational commitments with job performance. Nevertheless, there is no mediating role played by organizational commitment for the effect of leadership style on job performance. The important results of the work in this direction are the conclusions about the importance of the OC in solving the problem of maintenance and development of armed forces' human resource potential, evolving the strategies to retain qualified personnel in armed forces, and improvement of performance due to knowledge about organizational commitment. However, Gade (2003) notes that a major shortcoming of such studies that affects the accuracy and validity of the results is that they are conducted on a one-off basis, and preference are given to creating new items and scales of measurement rather than using well-established measures that have strong theoretical underpinnings. Therefore, according to the scholar, this trend needs to be reversed by bringing military organizational commitment research into the scientific mainstream.

The **aim** of this article is to study the structure of organizational commitment as well as the psychological and behavioral mechanisms behind it among groups of military and civilian personnel of the Armed Forces of Ukraine.

Research Method and Design.

Based on the assertion that the army has an authoritarian (directive) style of management characterized by principles of unity of command and high centralization of leadership, in this work with the purpose of getting the sincere answers and reliable results the preference was given to the psycholinguistic method of research, namely, free association experiment. In this work association is regarded as a firm regular connection between two contents of consciousness (sensations, perceptions, thoughts, feelings, etc.) arising in an individual's experience, and this connection is evident in the fact that arising in consciousness of one of the contents entails the arising of the other (Mescheryakov & Zinchenko, 2003). We assume that the methodology of psycholinguistic research methods allows the respondents to avoid fear to express their opinion in public, fear of ridicule, mockery and condemnation if others find out about the respondent's feelings and thoughts. In addition, the results obtained during the association experiment correspond most closely to the respondent's real thoughts and feelings. Kurganova (2019) notes that the association approach has great potential for the study of both the living word and its meaning. This knowledge is incomprehensible to the respondent, but it is structured, and this fact "enables to speak of the identification of a stable core, which is a set of the most typical and regularly reproduced strategies, schemes and cognitive operations that guide the individual's meaning-making activity" (Kurganova, 2019).

At the beginning of free association experiment the respondents were instructed: "Look at the stimulus word 'army' and quickly, without a second thought write down on the answer sheet any word that first came to mind. The time for the association experiment is limited to one minute". The association experiment was conducted as part of a pilot study in October 2022. The study was based on the following ethical principles: confidentiality, anonymity, and privacy. The purpose and objectives of the study were explained to the participants. All respondents gave informed consent before participation. Forty-five people who serve, work or study at the Military Institute of Telecommunications and Information Technologies participated in the experiment. Among them were 15 servicemen officer holding the rank from lieutenant

to colonel (age 25–49 years ($M = 39.8$), including 5 female), 15 civilian personnel (age 34–75 years ($M = 47.7$), including 11 female), 15 cadets of 1–2 courses (age 17–25 years ($M = 18.6$), including 3 female).

The results of the association experiment were subjected to cognitive interpretation, which “enables to make presumptive conclusions about the way of thinking of the people or a particular group of people, to describe native speakers’ mental processes manifesting and revealing in association experiments” (*Sternin, 2020*).

Limitations. The present study has several limitations. Thus, it cannot be assumed that the findings are applicable to all types of military units or organizations since collective habits setting the total pattern of behavior and adopted by all members of the collective contrast significantly in different types of military formations, as well as in different structural units of the armed forces (military command bodies, formations, units and divisions). The next limitation is related to the soft spot of the association experiment as a research method. We emphasize that “any interpretation, including the interpretation of the psycholinguistic experiment results, undoubtedly always has a subjective nature and can differ, for example, demonstrate inconsistent results depending on different scientific approaches and independent researchers even though they analyze the same material, and even the same researcher can have contrasting results at different period of reflection” (*Sternin, 2020*).

3. Results and Discussion

The results of the association experiment have been summarized in Table 2.

Table 2

Comparative table of associations to the word-stimulus “army”

Reactions to the word-stimulus “army” among different groups of respondents		
Cadets	Military personnel	Civilian personnel of the armed forces
knowledge and skills (1), security and defense of Ukraine (1), organization (1), elite (2), career (5), war (7), steady income (7), patriotism (7), benefits (1), adventure (1), psychological stability (1), statute (2), insignia (1), easy money (1), prestige (2), honor (7), lack of funding (2), barracks (2), lack of privacy (1), window dressing (1), guns (5), competition (2), parade (2), training (2), objective (1), training ground (2), education (5), uniform (7), professional growth (2),	benefits (3), steady income (4), risk (3), war (5), contract (7), war decorations (2), stress (4), career (2), system (1), honor (5), great opportunities (2), cash compensation (1), long working hours (1), service apartment (1), job (2), statute (2), lack of balance between personal and working time (1), survive together (1), lack of personal life (1), orders (2), long-service allowance (1), overtime (1), work on weekends and holidays (1), bureaucracy (1), report (2), performance (1), NATO (3), enemy (2), combatant (2),	level of responsibility (1), education (4), orders (1), personnel management (1), common cause (1), Cossacks (1), family (1), favorite job (1), stability (3), importance (1), banner (1), war (2), weapons (6), uniform (6), parade (2), communication (1), struggle for independence (1), free medical care (1), prestige (3), honor (2), volunteer work (1), historical event (1), attention (1), contact (1), charisma (1), enthusiasm (1), confidence (1), well-coordinated teamwork (1), honor (1),

Table 2 (continuance)

Reactions to the word-stimulus “army” among different groups of respondents		
Cadets	Military personnel	Civilian personnel of the armed forces
recognition (2), duty (4), money (14), chores (1), helpful for the country (1), gain combat experience (1), respect (1), trust (1), altruism (1), efficiency (1), operations officer (1), officer (9), girls (1), green (1), victory (3), native language (1), example for others (1), formation (2), brave (1), AFV (1), self-development (1), satisfaction (1), dynasty (2), oath of enlistment (5), discipline (5), progress (1), opportunities (1), financial stability (1), hope (3), modern profession (1), common idea (1), promotion (3), heroic feat (1), selflessness (1), personal growth (2), vertical (1), cohesion (2), brotherhood (1), territorial integrity (1), payments (2), common values (1)	commission (1), lessons (1), commanding officer (2), frontline (2), status (1), instruction (1), back up (1), financial support (2), combat experience (1), participation in combat operations (2), pension provision (3), far from family (1), lords of easy money (1), military benefits and entitlements (1), nuclear weapons (3), Alliance (1), death of friends (1), loss (4), acceptance of the situation (1), change (1), constant hustle and bustle (1), fatigue (3), emotional stress (1), oath of enlistment (3), control (1), adaptation (1), military operations (1), corporate values (1), norms and duties (3), mobility (1), reward (1), way (2), war veteran (1), fraternity (3), blitzkrieg (1), maneuverability (1), doctrine (1), martial law (2), unforeseen circumstances (1), leadership (1)	comfort zone (1), inspection (1), empathy (1), vision impairment (1), automaticity (1), potential (1), friends (1), conservatism (1), memories (1), victory (2), dynasty (3), homeland (2), composure (1), peace (1), traditions (1), military tradition (1), rating (1), involvement (1), acceptance (1), gratitude (2), creative work (1), concentration (1), nervous tension (1), lifestyle (1), common purpose (1), workload (1), support (3), nation (1), chronic pharyngitis (1), friendship (1), leadership (1), continuity of generations (1), power (2), discipline (3), merits (1), unity (2), benefits (2), pride (1), comfort (1), independence (1), balance (1), sovereignty (1), state (1), pride of Ukrainian nation (1), admiration (1), colleagues (1)

Normative commitment is a dominant component of cadets' OC. This fact is confirmed by 67% of associations indicating 1) predominance in cadets' consciousness of cognitive (intellectual) processes including concept formation based on the perception and assessment of the situation, for example, the formation of the concept of military (*profession, discipline, oath of enlistment, barracks, statute, insignia*), imagination (*adventures, girls*), logic (education > training > progress > professional growth > financial stability); 2) inclination to be in accordance with the expectations and norms of society (territorial integrity, patriotism, brave); 3) social pressure and obligations to the organization, which are greatly facilitated by strongly developed psychological sense of community in the army, i.e. the perception of similarity to others, the recognized interdependence manifested in the readiness to support this interdependence by providing to others or doing for them what is expected, and the feeling that each individual is a part of a larger reliable and stable structure (*Sarason, 1974*) (*cohesion, fraternity, recognition*); 4) civic organizational behavior, a willingness to make significant efforts on behalf of the organization (*altruism, selflessness, heroic feat*).

Continuance commitment is a dominant component of military personnel's OC. A considerable part of the associations (41%) is evidence for 1) predominance of cognitive (intellectual) processes including conceptual change as a result of responding to new challenges (*maneuverability, leadership, blitzkrieg, NATO, Alliance, nuclear weapons*); 2) eagerness to retain its membership in the organization, based on the rational requirements of the situation (*martial*

law, risk, war); 3) taking into account the external factors or “side bets”, such as social, material benefits and guarantees, additional incentives (*cash compensation, long-service allowance, military benefits and entitlements*); 4) environmental adaptation (*mobility, survive together, change, acceptance of the situation*). Even in a situation where the proportion of associations indicating the traceability of continuance commitment does not exceed 50% we can speak of its dominance among other components of OC since most of the remaining associations indicate not so much the presence of such components as affective and normative commitment as their absence (*hustle and bustle, fatigue, work on weekends and holidays, bureaucracy*).

Affective commitment is a dominant component of civilian personnel’s OC. The important characteristics of civilian personnel’s associations are 1) predominance of affective (emotional) processes that is distinct in the lexical means of emotionality and expressiveness (*pride, comfort, balance, enthusiasm, confidence, comfort zone*); 2) strong belief in and acceptance of the goals and values of the organization; a confidence in reliability of the organization itself and one’s position in it; a conviction in one’s own individuality and exclusivity engendered by a sense of belonging to a community (*sovereignty, traditions, parade, honor*); 3) positive work experience, absence of stressful situations in the workplace (*involvement, favorite job, creative work*); 4) clear positioning and self-identification in the structure of professional identity (*volunteer work, dynasty, continuity of generations*).

4. Conclusion

Our study revealed at the linguistic level that psychological mechanisms such as the correlation of cognitive and affective aspects of decision-making, intrinsic and extrinsic motivation, and behavioral mechanisms have the significant impact on structure of organizational commitment of different groups of personnel of the Armed Forces of Ukraine. The results of the study proved that there are significant differences in the structure of organizational commitment when it comes to the position of individuals in the military hierarchy, that is, whether they hold a military/civilian position or are just beginning their military career as cadets. Dominant element in the structure of organizational commitment of civilian personnel of the Armed Forces of Ukraine is affective commitment, in relation to servicemen it is continuance commitment, in relation to cadets it is normative commitment.

In the future, it may be of interest to repeat the study in a different organizational context such as combat military unit or other structural units.

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PECULIARITIES OF ENGLISH CINEMATIC TEXT TRANSLATION USING LIP-SYNC TECHNIQUE

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Summary

This paper deals with the problem of the English-Ukrainian film translation. The work is interesting for its topicality as the problem of Lip Sync translation requirements is one of the main factors impacting the process, selection of the translation transformations, and result of the translation. Lip-sync translation is the main technique used in film translation when a film is to be dubbed. The result of the translation is also dependent on the use of translation strategies, that is defined by the lip-sync translation process as well. In terms of lip-sync translation technique the frame type strategy of selecting lip-sync units in target language is the most effective one. The grammatical aspect is also of a high influence on selecting lip-sync equivalents, therefore it defines the choice of particular translation transformations. Methods used in the study: a comparative method (contrast of lexical, grammatical and phonetic phenomena in English and Ukrainian), a descriptive method, and a method of observation.

Key words: translation, translation transformation, cinematic text, line, lip sync translation, lexical, grammatical and lexico-grammatical transformations.

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1. Introduction

Nowadays cinematography is probably the most widespread form of art, and film translation is an important area of commercial and creative translation. Thanks to modern technological achievements, we are able to watch films made by directors from different countries. Since most of the imported films in the Ukrainian movie distribution are Hollywood products, so the films are mainly translated from English. A skilled translator should translate the movie text as close as possible to the original one, and make it as clear as possible for the target audience. Therefore, the problem film translation is relevant, since film production coming to our country must get its viewer.

According to the new laws, all films that are released must be translated into Ukrainian or have Ukrainian subtitles. That is why the Ukrainian translation is now expanding and needs to be developed in the right direction and be strengthened its theoretical and practical basis.

However, film translation in Ukraine is, unfortunately, of an insufficient interest for Ukrainian film translation researchers. It makes a fast integration of experience of foreign researchers impossible and, as a result, it makes impossible to develop their own methodological foundations. Therefore, the study is relevant due to the increased demand for film production translated into Ukrainian, as well as the lack of theoretical and practical work devoted to the study of this problem.

However, there is an attempt to systematize certain theoretical positions concerning the film translation made by representatives of the Kharkiv School of Translation, in particular by T. Lukianova. The research work devoted to the problems of the cinematography is

called “Practical problems of the film translation: subtitling”, there is also a manual called “Fundamentals of the English-Ukrainian cinematography”.

In view of these peculiarities, the translation of films in general and the situation of the film translation problem in particular, the purpose of the study was determined, namely: to identify and analyze the features of translation of English films into Ukrainian using Lip-sync technique, as well as possible translation difficulties and ways of overcoming them.

The purpose defines the following tasks:

- 1) to study the current state of the film translation in Ukraine;
- 2) to consider the structure of a film text;
- 3) to single out some peculiarities of the translation of replicas of movie characters (restrictions on the so-called Lip Sync translation in particular);
- 4) to point out typical mistakes when translating a film text;
- 5) to consider the effectiveness of applying some translation transformations while translating a film;
- 6) to identify the most common translation transformations that are used to successfully overcome translation problems.

The object of the research is English film texts and their translations into Ukrainian, the subject of the research is the peculiarities of English film translation, as well as the difficulties that arise while translating English films into Ukrainian, which are caused by differences in grammatical structures pertaining to both languages.

An English film called “Mary Queen of Scots” and its Ukrainian translation (multi-voiced dubbing) were used as research materials.

To achieve the goal of the study, such methods of the research were chosen: a comparative method (contrast of lexical, grammatical and phonetic phenomena in English and Ukrainian), a descriptive method, and a method of observation.

2. A film as a creolized text

A film is a polysemiotic phenomenon, a product of creativity, capable of transmitting meaning through images, speech and music; it is an influential tool for the transfer of values, ideas and information.

A fiction film consists of audiovisual and verbal components. In the course of the study, the conclusion was made that cinematic text is a kind of creolized text. The findings of the researchers are mostly based on the understanding of a film as a creolized text, the inseparable structure of which consists of verbal and iconic means. Anisimova defines creolized text as “a special linguistic and visual phenomenon, a text in which the verbal and figurative components form a single visual, structural, content and functional entity that provides the complex pragmatic influence of the text on the addressee” (*Anisimova, 1992: 75*).

There is a linguistic system in cinematics with two components in it: written (titles and inscriptions that are part of the film world) and oral (the language of the actors, voice-over, songs). There is also a non-linguistic system, which includes the sound component (natural and technical noises, music) and video (images of characters, their movement, landscape, interior, requisite, special effects) that are inseparable and produce a cumulative effect on the addressee. So, it is appropriate to agree with the opinion of Anisimova, who states that the cinematic text is a kind of creolized text.

3. Lip-sync technique as the main method

The most significant peculiarity of the cinematic translation is that the original film text may be substantially transformed due to the need of applying the lip-sync translation technique. Lip-sync translation is a process of translation in dubbing, which consists in translating lines according to the principles of phonetic, semantic and dramatic synchronism, that is lip-sync translation must coincide with the articulation and kinesics of the characters on the screen, coincide in sound duration and provide accurate and complete match of the original content with the performance of pragmatic tasks of the translation process.

The lip-sync translation unit is the lip-sync equivalent, i.e. a word or phrase of the source language, which is functionally interchangeable with the corresponding word or phrase of the target language, which corresponds to the principles of phonetic, dramatic and semantic synchronism. When selecting lip-sync translation units (lip-sync equivalents), it is necessary to use translation strategies (the serial principle, frame type principle, character type principle, etc.), as well as clearly identify and understand the pre-translation and the actual translation stages of work on the cinematic text (*Melnyk, 2011: 344*).

Frame type strategy proved to be one of the most efficient strategies, especially while translating the historical drama which was analyzed in the course of the study. If a viewer cannot see a face of a speaker properly, then it is easier for a translator to find the necessary lip-sync equivalents. For instance, the line *I will be the woman she is not – Я буду справжньою жінкою, не як сестра (Mariia – koroleva Shotlandii, 2018)* was translated with the help of addition: the lexical unit *справжньою* was added, which expresses the initial meaning of the speaker's words better. As a result, the translated line is longer and has 13 syllables, while the original line has only 9 syllables. But in this case such addition has not influenced the process of synchronization, as the viewer cannot see the face of the speaker.

The adaptation of a cinematic text is also largely influenced by the grammatical aspect, as obtaining an equivalent translation text is possible only if the correlation between structures and function rules of the original language and the language of translation is taken into account. Since the translation of motion pictures requires dynamic equivalence, most translation transformations are applied at the morphological, word-forming and syntactic levels (that is the grammatical aspect). The so-called Lip Sync translation is of a particular difficulty, because it requires a complete transformation of the units of translation.

4. Translation transformations used in film translation

Due to the fact that during dubbing a certain degree of synchronization, coincidence of movements of actors' lips and translated replicas is required, the translator is forced to reduce the source text, transforming it so that the final version coincides with the video. To accomplish it, a translator often uses the grammatical transformation of the omission of lexical units, since in most cases the line of the target language will be longer than the original line of the source language, if the translation is done to retain all components (semantic, grammatical, phonetic), which is related to the different grammatical and phonetic organization of both languages. Thus, each aspect requires applying a particular group of translation transformations.

Consequently, during the research some features of the English-Ukrainian film translation were defined as well as some translation difficulties. Some ways to overcome these problems

through the use of translation transformations were also pointed out. There are three main groups of translation transformations, which were analyzed in the study:

- grammatical (replacements, omissions, addition, zero transformation, grammatical substitutions);
- lexical (specification, generalization, transcoding);
- lexico-grammatical (antonymic translation, compensation, semantic development (or modulation), holistic transformation).

The most commonly used transformations are grammatical transformations, since the grammar structures of the source and target languages are crucially different. There is a variety of cases when the translator uses grammatical substitutions to translate a particular line. Thus, one of the most popular substitutions is the substitution of active voice verbs for passive ones. For example, the line *A supper has been prepared* – *Твою вечерю готують* (Mariia – koroleva Shotlandii, 2018) was translated by applying the grammatical substitution: the passive construction *has been prepared* was substituted with the active verb form *готують*, which is more common in the target language. Such substitution retains the meaning of the whole line making it more usual to Ukrainian-speaking viewers.

If we speak about lexical transformations, the other translation transformation that is often used because of the differences in structures is specification. There is a good example of this transformation in line *We see why our cousin is so fond of the earl* – *Ясно, чому наша кузина так вас цінує* (Mariia – koroleva Shotlandii, 2018). The lexical unit *earl* is translated as *вас*, which makes the information conveyed in the statement more specific. As a result of using a certain transformation, the structure and length of the line may be changed completely, so it is often difficult to match the requirements of the Lip Sync translation. But in this case, like in many others, the line is successfully adapted and synchronized by quickening the speech of the Ukrainian-speaking actor.

The third group of translation transformations, which, according to the research, is of the least applying in film translation, is called lexico-grammatical transformations. These include such transformations as antonymous translation, modulation (or semantic development), and holistic transformation. The most common of these transformations is the modulation (or semantic development).

Modulation provides a translation, which is a consequence of what was stated in the source language replica. This transformation should be applied carefully not to distort the content of the original line. For example, the line *How like is it unto your mistress' face?* – *Це дійсно лице вашої володарки?* (Mariia – koroleva Shotlandii, 2018) Was translated with the help of modulation. The speaker asks whether the portrait bears a strong resemblance to the mistress' face or not, so the translator assumed, that the speaker asks whether it is really the face of that very person.

However, such a conclusion can be drawn only on the basis of the film situation we see on the screen and without involving the context a translator shouldn't translate this line this way. In this case, the transformation of semantic development allowed to emphasize the position of the main character in a particular film situation. We can see the advantage of applying this transformation if we take into account the phonetic composition of the replica: source language replica has 10 syllables, target language replica has 12 syllables, and while applying literal translation we would get a replica of 16 syllables, which would complicate its synchronization in the film picture.

Another example of applying modulation is the translation of the line *Well, then I perceive that my subjects shall obey you and not me* – *Можє, мої піддані тоді вважатимуть вас*

королевою, а не мене? (*Mariia – koroleva Shotlandii, 2018*) The translator made a conclusion out of the original line, because if the subjects obey, they would probably consider this person a queen. Moreover, it made the line witty and sharp, because the queen actually said this phrase to a man. Besides, modulation makes difference between literal correspondences of the translated words or word combinations and is proved to be a qualitatively more complex transformation that requires the translator to think logically.

5. Conclusions

If we look closely at analyzed data, we will see that grammatical substitutions occur in this movie more often than any other transformations. The research also reveals the statistical data on the frequency of occurrence of the aforementioned translation transformation. It can be represented in the following table:

Table 1

Frequency of occurrence of translation transformations

Type №	Grammatical, %	Lexical, %	Lexico-grammatical, %
1.	Grammatical substitution: 162 occurrences, 44.26%	Specification: 10 occurrences, 2.73%	Modulation: 55 occurrences, 15.03%
2.	Omission: 55 occurrences, 15.03%	Translation transcription: 10 occurrences, 2.73%	Holistic transformation: 10 occurrences, 2.73%
3.	Addition: 28 occurrences, 7.65%	Generalization: 4 occurrences, 1.09%	Antonymic translation: 7 occurrences, 1.91%
4.	Zero transformation: 18 occurrences, 4.92%		
5.	Transposition: 14 occurrences, 3.83%		
6.	Sentence segmentation: 0 occurrences		
7.	Sentence integration: 3 occurrences, 0.82%		

This regularity may be peculiar to any other motion pictures as well.

The analyzed material gives grounds to claim that the Ukrainian film translation is of a high quality, it is performed by taking into account the peculiarities of the source and target languages. The translators have managed to find the successful ways of applying the necessary translation transformations. It should also be emphasized that having a certain theoretical base (knowledge of translation transformations and possible ways of applying them) is crucially important for the process of film translation, so the problem of creating a common translation school and joining together as many modern film translators as possible for the development of film translation remains a major one in the Ukrainian film translation branch.

However, considering the analysis of Internet content, which is perhaps the main source of information for Ukrainians nowadays, we have experienced that the names of translators “pop up” quite seldom, that is, a completely qualitative work on the film translation was done, which is to adapt the English film to Ukrainian realias, and the performer (or performers) of

this work remain mysterious and unknown, and the translation is taken for granted. There is a problem of insufficient audience's attention to the film translation and translator's work first of all. The viewer should know (and he ought to want to know, too) whose words are transmitted to him through the screens, therefore, it would be desirably to popularize the translation activities of the film translators, to develop websites like kino-pereklad.org.ua, not forgetting also about the contribution of a translator to a certain film, while publishing information about a particular piece of cinematography.

The study has found that the Ukrainian film translation has great prospects for development, but rapid and successful development is impossible, if the attention of the researchers to the problem of film translation is absent, as well as if a unified theoretical basis is absent. The observations and conclusions obtained during the work can be used in teaching the course "Theory and Practice of Translation", disciplines related to video and film translation, as well as for journalism to draw attention to the problem.

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MODERN IT AS THE KEY TO CREATING A NEW FORMAT OF EDUCATION**Olga Lefterova**

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Summary

The level of education does not guarantee the necessary level of critical thinking, both individually and collectively. A modern person faces the problem of processing text and multimedia terabytes of information in the educational process, which does not affect the creativity and creative approach of a qualified specialist in solving the tasks set for the individual and society to solve. In addition, the large volumes of knowledge intensively acquired by those gaining education in our time overwork brain activity and lead to resistance to information overload. Now, the simpler the exchange format, the better. No one wants to work with large amounts of data, and it accumulates quickly in every field of knowledge. Few people think about the problem of connectedness of information, the trend of clip thinking is growing. That is, a person is deprived of opportunities and skills to understand and manipulate things more complex than one picture, comic or short video. Thus, the education system faces a dilemma: how to form the necessary level of professional competence in an individual and at the same time develop critical and systemic thinking, and not suppress his creative social activity by overloading with unnecessary information and knowledge. It is necessary to create conditions for solving the main problem of the post-information society, in which the level of education should be determined by the quality of the specialist's thinking, and not by the amount of knowledge acquired by him.

The article examines the trends that influence the change in the thinking of modern people through the prism of the creation of the latest format of education, taking into account the factors determined by the use of the latest information technologies in the design and development of educational platforms. The need to change educational information technologies in the education system and transition from "monolithic" educational technologies to flexible information technologies implemented in microservice architecture is substantiated.

Key words: type of thinking, temporal thinking, education, post-information society, educational information technologies.

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1. Introduction

We can see the beneficial effects of education in many countries. The competent organization of education in the State creates human capital, which provides many advantages in the economy and in society. At the same time, from the point of view of an individual,

education increases the sense of self-worth and opens new horizons; while at the level of society in general, education ensures long-term economic growth, reduces the level of poverty, accelerates the introduction of innovations, strengthens State institutions and enhances social unity. However, the level of education does not guarantee the necessary level of critical thinking, both individually and collectively. Education does not guarantee creativity and a creative approach to solving the tasks set for the individual and society to solve. It can be said that in the beginning, quality education is an investment with long-term benefits, but in the future, the results of this process are unpredictable. Without the formation of critical thinking, the amount of knowledge that an individual receives can become the basis for political manipulation, which can carry critical risks to the existence of society.

Whoever thinks correctly, he solves his life tasks successfully. As the researches of the last decades show, in modern society such a type of thinking is being formed, which is characterized by a certain "temporal mixture" (M. Heidegger) and is directed to the future through the creation of an informational field of culture with the help of the development of priority social needs, creating a collective-spatial horizontal and cultural-time vertical.

2. Research analysis

The collective-spatial horizon unfolds in the field of objective social, natural and cultural markers through their manifestation in both external and meta-external (global) space. Such a dialectic of cultural-spatial relations is realized both through a homocentric type of thinking (*Easterling, 1961,38-153*), which focuses on satisfying human needs in accordance with the modernist interpretation of social progress, which is based on the latest technologies and is based on the growing exploitation of the planet's energy resources, and through temporal type of thinking (*Shipp, et. al. 2019 37-43*), in the center of which are individual and collective intelligence, which form the energy of human culture (V. I. Vernadskyi), according to the postmodern interpretation of social progress as an intellectual and technological construction of society. This way of thinking substantiates the need for new forms of the educational process, the choice of its trajectories and their control. The "secret" of the postmodern transition from a homocentric to a temporal type of thinking, which is becoming the dominant type of thinking in modern society, lies precisely in this unity of the collective spatial horizon and the individual-time vertical.

The temporal type of thinking singles out the peculiarities and diversity of forms of being, which is determined primarily by the factor of originality, which manifests itself in a special way in different cultures and different worlds. That's why the choice between tempoworlds is the most important choice for an individual in a postmodern society. It is this choice that determines the dialectic of modern education, which, thanks to the use of the latest technologies, is called to create a new platform for an individual approach to learning, taking into account all the needs of the personality of the postmodern era. The use of the latest technologies lays the basis for a special type of creative activity to create a new type of education (*Yevtushevskyy 2016, 62-66*).

The purpose of this study is to analyze the trends determined by the use of IT in creating the newest format of education, taking into account the factors affecting the change in the fundamentals of thinking of a modern person.

The problems of the relationship between the temporal type of thinking and education at a new stage of the development of human society were considered by a group of researchers under the leadership of Professor S. Papert (laboratory of the Massachusetts Institute of

Technology), as well as in a number of articles devoted to this issue. In particular, the work "How does information technology shape thinking?" (*Barzilai et. al., 2006, 130-145*) raises the question of the influence of IT on the strategy of higher-order thinking and the nature of the development of creative abilities of an individual, which can be proposed in the process of its formation in the conditions of a post-information society. In subsequent studies, the analysis of not only the impact of the latest technologies on the nature of the formation of temporal thinking (*Coulter, 2000, 23-25;10, 26-57*) but also the format of using digital platforms in the modern education system (*Krause, et. al., 2003*) was continued. The work of Maree A. "Skillen Using Information Technology to Promote Thinking" (*Maree, 2009*) examines the influence of various digital media and web solutions on the development of mental skills in the process of obtaining education and the specifics of their implementation in the educational environment.

However, despite the large number of scientific works, the issue of correlation of new educational tactics and strategies with regard to the needs of the individual in the post-information society remains unsolved and requires further research.

3. Thinking and strategy of education in the post-information society

As you know, in the industrial age, the main educational channel was the text and its interpretation by teachers. Large volumes of textual information were thoughtfully processed and under the influence of teachers, students formed their views on this or that problem. That is, there was a linear dependence of the volume of processed text, the intellectual level of society and its critical attitude to real life processes. The volume of information existing and generated by human activity did not exceed the possibilities of its analysis and processing. In addition, the very process of learning and using knowledge was also linear: school – general education, professional and higher education (technical school or university) and post-graduate education or advanced training courses.

Post-information society of the 21st century faced humanity with the problem of processing terabytes of information and the need, in addition to texts, to acquire information from other sources, which formed another type of resource, namely information one (*Glushkov, 1982*).

At the same time, there is a reduction of communication channels between people to the level of information exchange through communication channels, in which case the collective form of communication is replaced by the modeling of this process by means of software. The same is done in the educational environment. The dominant form of distance education leads to changes in the forms and methods of acquiring knowledge by an individual. It seems to be a positive opportunity, on the one hand, to focus and intensify the educational process for each student, and on the other hand, there is an almost complete removal of empathic mechanisms of communication and transfer of personal information between people. Meanwhile, the objects and relations of the virtual world replace the material world, which threatens the loss of values and sensations of the realities of the surrounding world. The result of online education can be the encapsulation of the student's personal space with an egocentric interpretation of the world, which inhibits both the awareness of the information received by him from educational subjects and, in the future, his ability to cooperate as a professional in the production environment and will lead to a different interpretation of events and social relations. "Pumping" knowledge into the encapsulated space of the individual gives rise to an egocentric approach to solving tasks and creates conditions for the loss of collective work skills, the main feature of which is the ability to

listen and adjust one's point of view in accordance with the goals and current work of the team. These skills predetermine the efficient activity, the success of which stimulates creativity and, accordingly, allows finding and implementing innovative solutions. In addition, the large scope of knowledge intensively acquired by students in our time overworks brain activity and leads to resistance to information overload. Now, the simpler the exchange format, the better. The volume of information that needs to be analyzed is rapidly shrinking. No one wants to work with large amounts of data, and it accumulates quickly in every field of knowledge. No one gives himself a report on the connectedness of information, the trend of clip thinking is growing. That is, a person is deprived of opportunities and skills to understand and manipulate things more complex than a single picture, meme or short video. Difficulties arise in understanding and forming logical chains in the subject area, making associations, which are the beginning of personal creative thinking. Instead of the skills to think and choose information by oneself, including imaginative thinking in the process of processing and creative postprocessing of information, modern educated people increasingly use existing patterns and templates in the processes of understanding knowledge, which leads to the loss of critical perception of information and creativity.

Thus, the education system faces a dilemma: how to form the necessary level of professional competence in an individual and at the same time develop critical and systemic thinking, and not suppress his creative social activity by overloading him with unnecessary information and knowledge. One of the options for solving this dilemma can be continuous learning (CL), in which planning of individual educational routes is carried out, which a person chooses on the basis of his preferences, opportunities and external social demands. Navigation along the trajectories of educational routes becomes the basis for forming the interaction of the participants of educational and educational-methodical processes in accordance with individual preferences, level of thinking and purposefulness of the individual.

Moreover, on this path, a person should be guided not only by the experience of teachers, parents and relatives, but also be equipped with "navigational" tools for a life-long journey in the educational space.

4. Specialized IT is a tool for overcoming the crisis in education

In the modern world, the information resource is "materialized" in the form of distributed and centralized databases and data banks, and knowledge bases, which are used for data storage and are the basis of information environments. The developed "off" and "on-line" communication network means of collective and individual access to these environments made it possible to expand the possibility of information resource circulation and increase the efficiency of its exploitation in society. In particular, in the field of education, an opportunity has appeared for the real creation of individual scientific-oriented Continuous Learning (CL), from the point of view of which education is the process of building routes in the information space. Navigating these routes is the basis of forming the interaction of participants in educational and educational-methodical processes in accordance with individual preferences, level of thinking and purposefulness of the individual.

Functionally, educational technologies of Continuous Learning are based on information technologies (IT) of such classes as intellectual, informational, pedagogical and managerial, which contain complex program and organizational complexes (methods, algorithms, mechanisms, regulations, methods) that are aimed at supporting the work of the educational institution or the educational routes and trajectories of each specific individual.

The use of modern IT for "off" and "on-line" training extends the opportunity for all those who wish to raise their professional level or receive a second education independently (without any coaching in the broadest meaning of the word). At the same time, the most attractive thing for the student is the individual approach to the process of presenting courses of educational disciplines and the orientation of the educational process to a time convenient for the student.

However, everything that is attractive in education with the involvement of information technologies puts forward additional requirements for the process of formation of both specialized information technology and the CL environment in matters of creating architecture and functional capabilities. At the same time, the creation of interfaces (workplaces) and tools for the user and organization, network interaction and system components between themselves and the database should take into account the cycle and sequence of educational and educational-methodical processes.

The specificity of the implementation of these technologies and their high-cost force the developers of systems and information-program as well as technical complexes intended for the development and use of various forms of education to direct their efforts in separate directions, in particular:

- creation of multi-level knowledge delivery systems;
- creation of means of multi-level control of knowledge;
- creation of tools and means for the formation of educational and teaching-methodical material;
- creation of means of communication and technical support for educational and educational-methodical processes;
- development of educational institution management systems;
- creation of libraries, archives and repositories of educational and teaching-methodical materials.

Within these directions, the following levels of implementation are distinguished:

- *software* – separate software tools or a package of programs for performing calculations or several functions. For example, the formation of the curriculum of the department or the distribution of the teaching load at the department, etc.;
- *system* – a hardware and software complex or a software and information complex intended for automating the activities of a person or units of an educational institution. For example, an electronic document management system, or an automated system for creating and modifying a class schedule, etc.;
- *technological* – intellectual, software, informational, technical, communication tools are designed to support the functioning and management of means and resources involved in the educational process.

Since the latest IT and information environments can support the multifaceted needs of modern education at a sufficient level, this leads to the fetishization of the education process. The reason for such phenomena is the often superficial understanding by the educational platforms' developers of the specifics of the using IT for the field of education, insufficient consideration of the mechanisms for automating individual educational processes, the lack of a comprehensive systemic view of the architecture of the created educational environments, as well as the lack of funds and time in the IT development process, which confirms the impossibility of creating effective educational platforms without involving new innovative approaches.

Since the needs of today's society require the formation of a multifaceted personality, which is able to be realized in various spheres of its practical activity, the formation of cognitive

skills of the individual, the ability to pose a problem and effectively solve it, is brought to the fore. In addition, it is necessary to possess a high emotional intelligence and so-called soft skills, a set of competencies that do not relate to professional knowledge and do not depend on the specifics of the work, but are important in the implementation of the career component. Thus, the formation of a temporal type of thinking, taking into account all the features of the modern educational process, is a primary issue when creating modern educational platforms with the involvement of the latest IT technologies.

The fight against the learning crisis and the insufficient development of hard and soft skills requires the identification of problem areas in the preparation of educational platforms and the elimination of identified shortcomings in the creation of specialized IT.

The IT developer, in turn, must take into account the scale of the project, the nature of data processing (distributed/centralized), the hierarchy of information flows, the technology of processing, storage and use of each type of resource accepted in the industry, and the ability of IT to adjust to work both with an individual user and with the group, that is, it is not only about scaling, but also the possibility of supporting specific subject-oriented modes of work in educational and educational-methodical processes and management of the educational institution. At the same time, it is necessary to solve the following main tasks: the transition from "paper" to "electronic" technology for supporting the educational, educational-methodological process and the process of managing the educational institution; creation of a single specialized technology of CL; improving the quality of education and management decisions due to the automation of certain non-cognitive processes in the activities of the educational institution; providing specialists of the educational institution with prompt access to centralized and distributed databases of corporate educational networks; use of social and professional Internet networks for the purpose of interaction with international educational communities; spread of the spectrum of technological possibilities and procedures, available only when using information technology (continuous monitoring of educational and educational-methodical processes, e-mail, collective creation and coordination of documents, etc.); ensuring and increasing the functional capacity of IT, which is used due to switching and connecting new services without reprogramming the IT core.

5. Conclusions and suggestions

It is worth noting that work on the creation of fragments of this latest technology started in 2019. The first step was the creation of an operational IT core prototype in 2020 (*Lefterov et al., 2020*). At this stage of development, the main attention was paid to the creation of software for the management and technological chain.

The functioning of the IT prototype is based on separate fragments of the following educational technologies, namely: management of educational and educational-methodical processes; supporting the process of building and implementing individual educational and career trajectories of a person, as a basis for permanent gaining education (educational process); visualization of educational trajectories on a geographical map (as a component of the educational and methodical process); creation of electronic document circulation; administration and service maintenance of the IT software and information base.

The development was continued in 2021 and issued as a separate package in the form of an online map for the coordination of educational programs for museum pedagogy. The map is connected to a navigation service for searching information and selecting localization objects:

by venue (localization object); by subject and categorical features; by the name of the object (by keywords); by geographical features (by the name of the districts of Kyiv or search object coordinates). Unfortunately, the lack of appropriate funding did not allow the work to be carried out in full, but the fragmented implementation of the elements of the new educational technology continues. In particular, in 2022, work on the creation of tools for evaluating educational trajectories continued (Lefterov et al., 2021)

Thus, the analysis of trends that influence the formation of thought processes in the post-information society shows the need to change educational information technologies in the education system and conduct transition from "monolithic" educational technologies to flexible IT implemented in microservice architecture.

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CHARACTERISTIC FEATURES OF INTERCULTURAL COMMUNICATION

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Summary

Intercultural communication is the interaction of carriers of different cultures. Man is not the only bearer of culture, biologists and psychologists argue that some animals (in particular, great apes) are able to develop and transmit culture. Intercultural communication (ICC) is a special section of the general theory of communication, which studies – in theoretical and practical terms – the communicative interaction of representatives of different cultures. This teaching aid is intended to acquaint students with the basics of the theory of intercultural communication as a special field of scientific knowledge, as well as with the possibilities of applying this theory in real communication practice. Thus, different animal populations are carriers of different cultures, and the interaction of these groups can also be called intercultural communication. The theory of intercultural communication (ICC), of course, is not concerned with the study of the analysis of animal communication. It is important however, to understand that the ICC is a very ancient phenomenon it appeared simultaneously with the formation of what we call different cultures. The theory of intercultural communication is a discipline that describes the process of intercultural communication, the conditions for its implementation, possible difficulties and causes of communication failures. This article will consider the concept of intercultural communication, key features of the theory of intercultural communication, interdisciplinary connections, the history of this discipline, the scope of knowledge from the field of intercultural communication.

However, the theory of ICC as an independent scientific discipline arose quite recently, in the middle of the 20th century. Interest in studying the processes of intercultural communication, in their theoretical understanding arose primarily under the influence of globalization. Transnational corporations are being created, the tourism industry is developing, migration processes are intensifying, more and more people are entering into interethnic marriages, and the adoption of children from other countries is becoming more and more popular.

Key words: Culture, Communication, Intercultural communication, Theory of intercultural communication.

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1. Introduction

Communication is the exchange of information between people through a common system of signs.

We communicate not only through natural language. We communicate information to each other through gestures, facial expressions, postures, our position in space, preverbal means. How do we inform the interlocutor about our state, mood, etc.? We use a certain system of signs common to us and our interlocutor. For communication to be possible, we need some common code with which we encode the information we want to convey and decipher the

information we receive from the interlocutor. Therefore, communication is the object of study of semiotics, and in the semiotic sense, communication will also be the contemplation of a picture or an architectural monument, watching a movie or series (communication does not always involve a direct reaction). Communicators can be not only people, moreover, not only living beings. Connecting a Smartphone to a computer is also communication. Animals can communicate. Communication is information exchange of any kind. (Hall, 1959)

Verbal communication (communication using natural language) is mind-oriented, unlike all other forms of communication. Non-verbal communication is also possible in the animal world.

2. Definition of intercultural communication

Let us now try to define intercultural communication. First you need to understand the components of this term.

First, you need to define what culture is. There are many definitions of culture. It is studied in various humanities: anthropology, cultural studies, sociology, psychology, etc., as well as in many related disciplines, including the theory of ICC. None of these sciences has a well-established understanding of culture. In a broad sense, culture is defined as everything that is created and is being created as a result of human activity. These are not only material, physical objects (tools, household items, art objects), but also something intangible – values, habits, customs, traditions, norms of behavior, etc. But culture is not just the sum of individual objects and phenomena. (Hampden Turner, 2004). Culture is a system of beliefs, values, norms (primarily behavioral), beliefs, customs, traditions and knowledge inherent in a certain society. Moreover, this society is not necessarily an ethnic group, it can be a larger group of people, and then we are talking about interethnic values and norms; to some extent, they include, for example, various religious cultures, the carriers of which are representatives of several ethnic groups. The bearers of culture can be social groups that are “smaller” than an ethno-social classes, individual generations of people in a certain society. That is, you and your parents are, in a sense, carriers of different cultures.

There are also some difficulties with the definition of communication, since it, like culture, is the object of study of various sciences. In this topic, we will limit ourselves to the simplest definition: communication is the process of exchanging information.

So, intercultural communication is the exchange of information carried out by carriers of different cultures, and the fact that communicants are carriers of different cultures greatly affects their communication and to some extent determines its course. ICC theory is a discipline that studies such interaction

ICC theory is an interdisciplinary area of research. It is associated with the following sciences: (Lewis, 2006)

- 1) the theory of communication: at the junction of these sciences, the features of the interaction of people in an intercultural context are considered;
- 2) linguistics: the relationship between language and reality, the role of language in the process of communication;
- 3) anthropology: the role of culture in communication, non-verbal aspects of communication;
- 4) psychology: the influence of stereotypes on the thinking and (self) perception of communicants, personal characteristics of communicants;

5) sociology: the influence of the social status of communicants on their communication.

In the future, the theory of the ICC was enriched by many theories. Here are some of them (in parentheses are the names of scientists - authors of the relevant theories):

- the theory of communicative adaptation (Howard Giles);
- theory of acculturation;
- theory of intercultural adaptation;
- identity management theory (William Kupach, Tadasu Todd Imauri);
- the theory of "face" (Stell Ting-Tumi), etc.

We said that the main reason for the increased interest in the study of MC interactions is globalization processes. However, technological progress is far ahead of our mastering the skills of MC interaction. We can reach Germany in a few hours without knowing anything about it. The study of the features of communication with the carriers of German culture takes much more time. Despite the integration and globalization processes, the diversity of cultures in the world is far from unification moreover, many ethnic groups are actively trying to counteract these processes. (*Hofstede, 2010*) That is why nationalist sentiments are intensifying in many countries of the world - people begin to value their culture, strive to protect it from the unifying effects of globalization

And precisely for these two reasons - on the one hand, the intensification of globalization processes, on the other hand, the desire to preserve unique cultural values and norms - the study of the principles and strategies of the IWC is now necessary for every member of human society. Large businessmen, analysts, politicians, translators, teachers, by virtue of their profession, need to communicate regularly with representatives of different cultures. If we understand culture as broadly as possible, then we can say that any person whose work is somehow connected with people communicates with representatives of other cultures, and therefore knowledge of the strategies for conducting ICC is necessary for almost every member of society. For everyday communication, the skills of conducting an ICC are also important, since in the modern world, on the territory of each individual state, there are many ethnic, religious, social groups that are in daily contact with each other; the more important these skills are in terms of migration (including internal migration, i.e. within one's own country), as well as during travel and business trips. Finally, knowledge of the principles of the ICC, understanding of its mechanisms and features is necessary for personal development: understanding the differences between cultures, their nature and external manifestations enriches the individual and expands his ideas about himself as a representative of a certain culture (cultures), the essence of this culture and the world as a whole. (*Sadokhin, 2005*)

The importance of studying the theory of ICC for a person engaged in linguistics can hardly be overestimated, since it:

- expands the idea of communication by emphasizing the non-verbal aspect in the transfer of information;
- deepens the understanding of the interdisciplinary connections of linguistics and its applied significance;
- expands the idea of the possibilities of professional self-realization;
- teaches the mechanisms of "decoding" cultural (in different senses) information contained in speech, thereby developing analytical skills, expanding ideas about the possibilities of language as a repository of information.

Researcher S.A. Karasev argues that in the 21st century, the emergence of a new linguistic phenomenon is possible - international English, which will embody the features of all national variants of the English language, which is facilitated by the growing use of English in

such areas as the media, advertising, film industry, pop music, tourism, international business, international security (creation of unified language systems Sea Speak, Emergency Speak, Air Speak), education, international communications (*Hall, 1959:81*).

Also, a special role at international conferences, symposiums or meetings belongs to English, which is the language of international communication, the universal lingua franca, the intermediary language for communication between representatives of different linguistic communities.

One billion, that is, 20% of the world's population, speaks English. More than 75% of international correspondence (letters, e-mail) and 90% of information on Internet sites is presented in English (*Tormosheva: 2009*). English is actively used in advertising.

It seems that the reason for this is the synergistic effect of the following factors (*Bagdasarova, 2008:3*): the existence of a large number of former British colonies that have chosen English as the state language (Australia, Canada, USA); traditional study of English by local elites in colonies on different continents (Hong Kong, India, Philippines); the use of English as an official language by influential international organizations (UN, UNESCO, etc.); significant role of English-speaking countries in geopolitics; the rapid spread of the English language via the Internet. In the modern business world, it is impossible to do without knowledge of the English language. As practice shows, English is simply extremely necessary for a business person today (*Sokur, 2014:169*).

According to D. Crystal, English has become the language of world communication in the field of business communication, since this language has simplified the exchange of messages between an ever-growing numbers of communicators around the world (*Crystal, 2003:158*). It is noteworthy that in English-speaking countries, it is becoming more and more popular in companies to train employees in the linguistic features of communication with foreign partners in order to increase the effectiveness of business contacts.

Speaking about the special role that English plays in international business communication, it should be mentioned that English is declared the official language of international and transnational corporations. About 50% of companies in Europe communicate with each other in English. As an example, Philips is a Dutch multinational company that chose English as the language of communication rather than Dutch because there are relatively few Dutch people in the company (*Tormosheva, 2009*). A similar situation is observed in the German company Porsche, where English was preferred to German, despite the fact that the company employs many Germans and also the fact that German itself is the language of world communication.

Thus, we can conclude that today English has become a truly world language of intercultural communication, not a single meeting at the international level takes place without the "participation" of the English language, which indicates its special role as the language of intercultural communication.

3. Conclusions

Intercultural communication (ICC) is a special section of the general theory of communication, which studies - in theoretical and practical terms - the communicative interaction of representatives of different cultures. This teaching aid is intended to acquaint students with the basics of the theory of intercultural communication as a special field of scientific knowledge, as well as with the possibilities of applying this theory in real communication practice. Knowledge of the basics of the theory of intercultural communication is an integral part of

the training of a linguist, translator, teacher of foreign languages, as well as any specialist who in one way or another has to interact with foreigners, participate in international negotiations, conversations, lecture in a foreign language (and therefore, a foreign cultural) audience etc. (Hampden-Turner, 2004: 105).

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BRIEF OVERVIEW OF MODERN UKRAINIAN PROSE

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Summary

Modern Ukrainian literature is diverse and interesting both for the Ukrainian readers and for those who want to learn more about the development of Ukrainian society through the literature over the last century. Along with the digitization of human life in general, reading fiction remains today one of the ways to acquire knowledge, replenish vocabulary, study history, it's a part of meditative practice, etc.

Today, reading literary works by Ukrainian authors has the following features caused by age, the nature of professional activity, gender, etc.:

- according to age features of the person (the program of preschool educational institutions, high school, professional reading in high school);
- determined by the need of each individual to read (psychological characteristics, upbringing in the family, etc.);
- professional activities (literary critics, journalists, translators, scientists and others).

Often all these stages of readability are either ways to read throughout life, or the cause of spontaneous reading, which is often the result of excessive information in the world (social networks, Internet channels, etc.).

The works of Ukrainian literature have changed because the world and the authors of these works have changed as well. Socio-economic development of Ukrainian nation influenced the worldview of the authors and the quality of their works.

That is why Ukrainian literature is rich in its authors: world-known Lina Kostenko, philosophical and political Oksana Zabuzhko, patriotic and historical Vasyl Shkliar, universal Andrii Kokotiukha, humane and psychological Volodymyr Lys and many others who create modern Ukrainian literature.

Of course, in today's works one can find elements of zealous-apocalyptic, peasant-bourgeois, but all of them stem from those social phenomena that are still present in the life of Ukrainians. Reading works with such content, some are fascinated by them, and others are annoyed by putting aside the book, but everyone has a choice today.

Key words: Ukrainian literature, novel, prose writer, protagonist, psychologism, readership.

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1. Introduction

The development of the Ukrainian nation today (life, language, restoration of historical events) is reflected in the works of modern Ukrainian authors. Even a brief description of literary works, different in genre, style of writing, is a necessary component of understanding the social processes witnessed in them, and, consequently, is a source of knowledge of the Ukrainian ethnic group for any progressive reader.

Usually a separate work of the author or the work of the author with many of his works is analysed (for example, the work of Vasyl Shkliar is the object of such literary studies: Natalia Andriichenko (2013) “Archetypology of Vasyl Shkliar's Novel “Black Crow””; Solomiia Ushnevych (2015, Ivano-Frankivsk) “Understanding of National Identity in the Novel “The Remnant. Black Crow” by Vasyl Shkliar”; Vitalii Ponomarenko (2016, Kyiv) “Features of the Individual Style of the Novel “Marusia” by Vasyl Shkliar”), which does not allow to characterize the development of modern Ukrainian prose as a whole, thoroughly explore the main trends.

Ukrainian literature had a very difficult stages of development. In the past centuries Ukrainian language was prohibited to write and to use on the theatrical strategy. It was done by the power of Russian Empire, then by the regulations of Soviet power. Ukrainian writers had to use Russian language to publish their works. But only native language could and can truly show the soul of Ukrainian people.

Therefore, modern Ukrainian literature is a sign of language state too, it represents the diverse of styles, topics, different dialects (Western, Southern, Eastern, Kyiv-Poltava, etc.), society conditions, interests and development perspectives of Ukrainian people.

2. Analyses of the literary works

There is a brief analysis of the works of three contemporary Ukrainian writers (Vasyl Shkliar, Andrii Kokotyukha, Max Kidruk) to outline trends in literature and language, show thematic diversity, readers' preferences, progress / regress of Ukrainian society as a whole, show genre authorial features. Analysing the works, let's try to outline the basic principles of development of Ukrainian prose of the XXI century.

3. Strong spirit of Ukrainians in the Vasyl Shkliar's novels

The works of Vasyl Shkliar (in this study we are going to analyse only two novels “The Lone Wolf” and “The Black Crow. The Remnant”) were written with great love for the native language and people of Ukraine. The combination of simplicity of language with its beauty explains the extraordinary ease of reading.

The subject matter of the works is extremely wide – from the mode of life to philosophical and historical. Deep psychologism in the description of characters is achieved by using epithets that are clear to every Ukrainian, regardless of place of residence (the other Ukrainian dialects are understood). The highest pleasure from the simplest things, unpretentiousness in everyday life, forgiveness, self-sacrifice, indefeasible love for the native land, people – these are the features of the Ukrainian character, which generously decorated the works of Vasyl Shkliar.

In the novels about the insurgent movement in Ukraine, the author managed to show steel characters without excessive pathos at first sight of ordinary people (both girls and boys, men and women, adults and very young). (Nowadays, the steel people of Ukraine protect their Motherland from Russian invasion during the war).

The absolute truthfulness and realism of the events make it impossible for the author to be engaged: no matter how much you want a happy ending, life itself does not offer it (it means, sometimes, that our people are not ready for happy life, suffering is a lifestyle). It is this honesty that inspires confidence, a firm belief in the progressive development of Ukrainian society without clear appeals to it.

All the human characters and destinies are described as successfully as the plot line of the work requires (not only appearance but also life, place of residence, human environment are written), which gives the reader a completely full picture of the personality of any hero.

The author's appeal to God is often noticeable during reading. Thus, some moments in life (happiness, despair, war, death, avoidance of massacre, etc.) are the result of God's guidance, which the author himself perceives as the highest measure of justice.

It seems that Vasyl Shkliar uses the Russian language for two reasons:

1) transliterates it into Ukrainian – mutilates it, makes it a mixed Russian-Ukrainian dialect, perhaps in response to how it once happened with the Ukrainian language (some state laws and regulations of the past centuries);

2) puts this language in the mouths of the commissars in order to identify the enemy (it is usual brutal, not normative, abusive).

4. Emotionality of Ukrainian prose

Vasyl Shkliar also acts as a romantic prose writer, who, despite life's troubles, sorrow and sufferings, finds a place in his works to describe moments of life in harmony, happiness and love. Such a path in the description of historical events difficult for Ukrainians gives time for emotional rest (often the tension from the described events reaches its highest point), instils faith in the fact that love is eternal and does not disappear from the party's decision, lack of home or constant waiting of death.

The openness of erotic scenes fascinates and lifts the spirit, leads the reader to something unearthly, Godly. Definitely, there is always a place for love, even in the most difficult times and under the most severe circumstances: “I listened to her breathe, blue her hair and wanted this night never to end” (*Shkliar, 2019*). Raising the feeling of love for a woman, adoring from her physical body in the novels of Vasyl Shkliar is a separate topic for further in-depth research.

Similarly, using the firm conviction that everything is God's will, Vasyl Shkliar shows the absolute ease of the URA (Ukrainian Rebellion Army) soldiers' attitude to death. Attention to this event is expressed only in fragments of the description of the burial of the brothers, which again emphasizes the piety of the Orthodox people. Most Ukrainian rebels had a calm attitude to death, only the youngest, very young boys did not want to die, while the more experienced seemed to play with death, putting a free Ukraine above that.

5. Serious writer for children and adolescents

Among prose writers Andrii Kokotiukha is distinguished by the fact that he skilfully satisfies the need for literature of both children and adults. This may be due to purely economic requirements: to reach as large a readership as possible, but on the other hand, a poorly written book will never be read. On the other hand, such versatility of literary work suggests that the author is interested, perhaps, not only in literature as an object, but also in the audience to which this literature is directed. The writer proved to be very talented in adventure, detective, historical genres (some of his works for children: “The Secret of the Cossack Treasure” (adventure detective), “Gymnasium Student and the Fire Snake”; historical-detective works:

“Secret Well”, “Exile and the Black Widow” (one of a series of books)), “Life on the Map”, historical and patriotic works: “Red (without the front line)”.

Important is the fact, that historical truth still confuses different generations of Ukrainian writers. Born during the Soviet era, Andrii Kokotiukha, like senior author Vasyl Shkliar, feels a kind of “hunger” for real history, delves into different eras, different territories of Ukraine, social strata, he does it with one goal - to find the truth that leads to justice.

The historical novels of Vasyl Shkliar and Andrii Kokotiukha thoroughly study the epoch: authentic nicknames of insurgent army soldiers, names of household items, geographical objects, nicknames of horses, citations of historical documents, etc.

In the novel “Life on the Map” the main protagonist is a woman, the wife of an investigator. In this way, the author implements the popular thesis of gender equality in the XIXth – XXIst century, where a woman investigates and has a masculine logic and analytical mind, revealing the crime. The detective story, which takes place on the ancient streets of Kyiv, is permeated with the author's etymological digressions about the origin of the name or the existence of a particular historical object. It is such digressions that help to immerse oneself in the epoch of the beginning of the XXth century, to nostalgia for the lost aristocracy, even to awaken in the reader the desire to study the history of both the local and the whole country (the author widely uses the description of the clothes, card games, historical names of the streets in Kyiv of XIX century).

Andrii Kokotiukha's detective-adventure prose often contains a historical opus (Soviet period, old Kyiv streets, old game names, descriptions of ancient things, defining personalities, a legend about a secret well), which combines epochs, events, generations of people. Such a system forms in the reader stable causal links, which helps to perceive the work, expanding its boundaries. The author's love for history is reflected in children's works (adventure-detective story “Gymnasium Student and the Fire Snake”, the legend of the Snake shafts).

Usually the image of the investigator in these works is a person selfless to his profession, honest and steadfast in his beliefs, but sometimes cunning and resourceful, loyal, or cruel and uncompromising, that is – different. There is no clear division into an absolutely positive investigative hero and an absolutely negative criminal hero.

Often the protagonist is an unmarried or divorced man who has been “released” by his own life to perform official duties. Sometimes a personal line has a development – a meeting with love, but it is usually suffered, with obstacles, happy only after the end of the work. In some way it shows, reflects the real picture of modern Ukrainian life: young generation prefers not to have a family and children, but to have prestige work and career growth.

The work of another Ukrainian writer - Max Kidruk (Maxim Kidruk) deserves special attention. The age category of its readers is adolescence and older, which is especially pleasing in conditions of total illiteracy. His novel “Don't Look Back and Be Silent” miraculously combines life situations with such frosty mysticism, flavoured with horror and psychologism, that it involuntarily drives the reader to go to the finale in order to finally get the expected relief / disappointment / question / horror / satisfaction, etc.

Traveller Kidruk does not only travel the world, but also the feelings and consciousness of the reader. The usual chain of things – child-elevator-dream-tree – overflows with mystery and the feeling that you have never seen or felt it. It is amazing how such simple things can impress so deeply and cause a feeling of wonder, admiration, fear. Reading Stephen King's novels, a similar feeling arises.

The format of the work itself sometimes turns into an SMS chat, with a touch of English phrases, there is a game with numbers, geometric shapes, formulas, stickers, device diagrams – all this brings the work much closer to adolescence, the digital generation, and adds futuristic and mysteries:

«Sonya 02.44

Aha

Mark 02.44

why?" (Kidruk, 2019, p.81).

The author often uses famous English phrases to make the story more colourful, close to the young generation: "Have you ever talked to someone, And you fell you know what's coming next (*Iron Maiden. Déjà vu, 1986*)"; "NO REGRETS: LIVE YOUNG, DIE FAST" (Kidruk, 2019, p.38). Each chapter starts with English songs epigraph.

In the descriptions of the characters more attention is paid not to the appearance itself (portrait, height, build), and the reader's memory captures only certain elements: a dirty dress, a frail body ("thin bony arms", "pimple-covered bird's face"), which leads to the first place of action performed by man. So, the focus is on efficiency, whatever it may be (speed of problem solving, fight, creation of a tool, device, etc.).

Child aggression as a way of life at a certain age is also part of the work, densely flavoured with brutal words that only deepen the drama of the situation: "Bi-i-i-tch! How I hate him!" (Kidruk, 2019, p.429); "Fuck! – Sorry. – Go to ass" (Kidruk, 2019, p.377); school bullying: "Morozovych could now rest his whole body and tighten his neck. He strangled so hard that Mark snorted in fright" (Kidruk, 2019, p.298).

But, on the other hand, the novel has enough positive events: friendly relationship between grandson and grandfather, friendship in school society, sympathy to the unusual and strange girl, etc.

Knowledge acquires great importance for solving the practical goals that the main characters (Sonia and Mark) face. For physical survival in a parallel world for adolescents become necessary Mathematics, Physics, Geometry, Botany, etc.: " $V_I = V_{II} + V_{III}; S_I = S_{II} + S_{III}$ " (Kidruk, 2019).

Thus, the mixture of the mystical, the otherworldly, the digital, the domestic, the scientific – everything that makes up human life - is the feature of Max Kidruk's novel that explains its wide popularity.

6. Conclusions

The works of three authors (Vasyl Shkliar, Andrii Kokotiukha, Max Kidruk), who are different in age and life experience, were characterized by the following: the departure from the traditions of Ukrainian classical literature is noticeable in accordance with the decreasing age of the artist obligatory awareness of oneself as a representative of the Ukrainian nation.

Modern works of Ukrainian literature are distinguished by thematic diversity (history of Ukraine, adventure, fiction, politics, law, psychology, etc.), where often one work contains a mixture of genre styles (adventure-fiction-life-history).

The tools for the authors are: historical events, the life of Ukrainians, the psychology of relations between different generations, gender equality, which indicates a wide range of choices.

Many of the authors of modern prose are not forced to adapt to the strict requirements of censorship, free to present human images, historically true events. Usually it hurts the mind and the heart of the reader, but to find the equilibrium between the truth and the censorship is a very complicated problem.

In an effort to find historical justice, the authors used archival data, legends and legends are involved in the works.

The focus of the three authors - a strong hero/heroine, is a strong personality, interesting for the writer and reader, which is indicative of the development of Ukrainian society today - only a strong person can win, be successful in the profession, overcome life's difficulties and resist injustice. Weak traits, if shown, are only as a means of "humanizing" the hero, they are the background for the development of strength.

Literary works of modern times are able to satisfy the need to read different age groups, they are different in themes, means of description, style.

Thus, it is also the point for psycholinguistic and linguistic, sociological studies, etc. The most features described in this investigation show the real Ukrainian mentality, that stuck in the past and can't move freely in present. It can be used as a supplement materials of other subjects conducting.

This article is considered to be only the first small step for the deep investigation in the field of modern literature of Ukraine as one of the European country. The students, lecturers and young researchers can use it for the further investigation.

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PECULIARITIES OF DISTANCE FOREIGN LANGUAGE LEARNING

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Summary

The article defines distance learning as an appropriate way to reform education and increase learning effectiveness and introduce advanced educational systems. It is emphasized that distance learning is a new organization of education based on the use of both the best traditional methods of acquiring knowledge and new information and telecommunication technologies that have been adopted in education through online learning environments «platforms». It was emphasized that Skype and ZOOM are the most common platforms for conducting classes that are used today in Ukrainian educational institutions. The advantages and disadvantages of using distance learning in the process of learning foreign languages are highlighted. Among the main advantages, we named the following: a great chance to learn from home, pursue his choice of education at any time of his life, flexibility in a distance learning program, and others. The main disadvantages are as follows: the physical aspect of learning, students have to master a lot of theoretical materials on their own, lack of live communication, cheating, etc. The role of the teacher and students of higher education in the educational process is defined.

Key words: distance education, educational learning platforms, foreign language, advantages of distance learning, disadvantages of distance learning.

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1. Introduction

A significant number of recommendations and conclusions (which were taken from scientific articles, monographs, manuals, and dissertations on pedagogical topics) for the introduction of distance technologies and forms of learning in the educational process indicates the feasibility of using distance learning in the study of foreign languages. In today's conditions, almost all institutions of higher education are actively developing and implementing a system of distance learning, which ensures effective interactive and informational interaction between all participants in educational activities.

Theoretical and practical aspects of distance learning were considered in the studies of both foreign and home scientists: V. Bazhenova, P. Markov, K. Kolos, V. Kuklev, V. Vashchenko, D. Avetisyan, A. Melyuhin, J. Adams, G. Hoppe, J. Kettunen and others.

The *purpose* of our research is to clarify the possibility of integrating innovative computer technologies into online foreign language learning; to highlight the advantages of using distance learning.

The development of the Internet has fundamentally changed the approach to education. It is no longer necessary to attend a higher educational institution, as well as to move from your own home to another city for the purpose of obtaining higher education. Today, online education successfully copes with this task – it is enough to have a computer, laptop, tablet, and Internet connection at home. The spread of the Covid infection contributed to the accelerated mass transition of higher education institutions to online education not only in Ukraine but also throughout the world.

Current policies of the technocratic world are directed towards expanding international relations between countries and integration into the worldwide community. In this respect, proficiency in a foreign language is a key to international relations development, holding international conferences, cross-cultural interaction, and information exchange. This raises the necessity of finding new constructive ideas for optimizing and intensifying EFL teaching and learning processes. The rapid technological advancement has propounded «a better pattern to find new teaching models» (Gilakjani, 2017: 95).

After some time of online teaching and learning, we can come to the conclusion that distance learning does work, having both advantages and disadvantages. Luckily, we live in the era of modern technologies. Without them, we could not maintain the learning process. As almost all students own computers, smartphones, and the Internet, distance learning can go on without spending extra money. The Internet offers a large number of resources that can support teaching and learning practices in order to organize socio-constructivist, student-centered and task-based lessons (Guerra, 2013).

2. Online educational learning platforms

According to the estimate of the world organization UNESCO, held in March 2020, 1.5 billion students in 165 countries of the world did not have the opportunity to attend classes due to COVID-19. The Internet became the tool with which education around the world did not stop, and it became possible to get the desired education at any university in Europe, America, or even Asia. Due to the massive forced transition of education to the online format, higher education institutions face an urgent issue of creating appropriate modern online educational platforms as soon as possible and developing and implementing programs in the educational process that would help to obtain online education as best as possible. Electronic programs and courses are created and constantly improved by a team of highly qualified specialists.

Distance education platforms provide an opportunity to monitor the assimilation of the material. Based on the analysis of the literature, it was determined that **distance learning**, also called **distance education**, **e-learning**, and **online learning**, is a form of education in which the main elements include the physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication. Distance learning has always focused on nontraditional students, such as full-time workers, military personnel, and nonresidents or individuals in remote regions who are unable to attend classroom lectures (Sadeghi, 2019).

The organization of teaching foreign languages in distance learning requires the coordination of the work between teacher and students, as well as the presence of an electronic educational environment organized by the teaching staff. *It is important to note* that most educational programs for learning foreign languages are divided into modules, which provide the possibility of using infographics, video materials, and podcasts that have, and also contain,

links to the necessary professional literature. The most common platforms for conducting classes in Ukraine, which provide the possibility of making video conferences, online lessons, and individual consultations, are currently Skype and ZOOM. In addition, these platforms turned out to be convenient for explaining new material, controlling pronunciation, developing reading and listening skills, and practicing speaking. Microsoft Teams, Google Meet, as well as Google Classroom, are used by teachers to transfer information, check work, test, and evaluate students. Google Classroom is a great time saver for teachers. On this platform, teachers set tasks for students and receive their work. There is no need to download the work of each student from the mailbox, as the work is located within Google Drive. Teachers can create a test with different types of questions, and type in the answers to the test questions, and the Google will check everything automatically, creating a list of grades of each student with the analysis of common mistakes. Popular testing programs are Quizizz.com, educational resources ProfeDeEle, Aprenderespañol, Lingolia, and VideoEle. Other educational platforms include ExpressDigibooks, Viber, MiiKlas, Na Urok, Youtube, and Liveworksheets.

In the process of foreign languages, distance learning, both synchronous means of learning (Zoom, Skype, Google Classroom, Viber video communication) and asynchronous (e-mail, blogs, online video lessons, study materials, including in the form of audio and video files on which children recorded their answers and sent to the teacher) are used.

3. Advantages and disadvantages of using distance learning in foreign language teaching

The past ten years have seen increasingly rapid advances in the field of foreign language teaching and learning. Modern higher educational establishments tend to use digital technologies and turn to online learning courses more than before, economizing time and providing better learning spaces. The latter is «multimodal, multicultural and multilingual, and they serve a number of purposes, from providing factual, reliable information and allowing learners to create individual or collaborative texts, to opening up fictional worlds and making games available for education» (*Stickler & Hampel, 2015: 63*).

Indeed, the teacher's role in the online learning process has been transformed. He/she is no longer regarded as the person who just transmits the knowledge to the students. On the contrary, the teacher instead operates as a facilitator, advisor, manager, co-learner, and expert that orchestrates what they do. Thus, students can set about learning a foreign language in various ways, sharing their unique personal identity, skills, learning styles, strategies, and techniques. Such a turn challenges the conventional image of the dependent EFL learner in Ukrainian higher educational establishments (*Turchyn and others, 2017: 557*).

Taking into account the communicative nature of foreign language teaching, literature analysis, and my own experience, the following advantages of distance learning foreign languages were singled out:

- all assignments are collected in one place, students receive homework reminders, and the teacher has the opportunity to see all student grades for all assignments and provide feedback, and timely inform parents about their children's progress. Students can attach completed tasks in various formats;
- a great chance to learn from home, in comfortable conditions, with no need to commute to a university, so valuable time is saved. Moreover, if it's an online course, students are not limited to doing the tasks in the morning or afternoon, they can study in the evening or at night, which is more convenient for working students;

- one can pursue one's choice of education at any time in one's life. There is no control over the city, college, etc. One can live and study from anywhere while choosing distance learning programs. What is necessary is the most convenient computer and a good internet-speed connection. You may find online schools that specialize in your particular field or one that can provide a great general education. Either way, your options for education will be greatly expanded (*Fedynich, 2013*);

- opportunities for people who may have trouble attending a traditional institution, such as stay-at-home mothers, people working full-time, or members of the military. Many online education programs allow you to work in your place, so you can fit your education into your schedule. Flexibility in distance learning programs gives you the chance to study without interfering with your personal life. If you are working, then you can always plan to learn about other features of your life, without affecting any disturbance to your personal or professional life. With distance learning courses, students can complete their coursework from just about anywhere, provided there's a computer and internet connection. This allows students to work when and where it is more convenient for them without having to squeeze in scheduled classes to an already busy life»;

- more knowledge of computer and Internet skills that one gains in the process of distance learning experience can also be moved to other sides of life.

At the same time, there are a lot of disadvantages to distance learning:

- if we talk about health, we should mention that both teachers and students spend much more time in front of the computer or other electronic device, damaging eyesight and posture. With the increased use of distance learning, the physical aspect of learning is often neglected (*Dolidze, 2013*);

- students have to master a lot of theoretical materials on their own, they have to do a lot of tasks, as well as teachers have to work out tasks and check assignments. This can really affect the psychological and emotional mood. Distance learning is not just saying «do this and do that»;

- there should be interaction, feedback and support. Students lack live communication, as at university students do not only acquire knowledge, they also learn to interact in the society. So, we are speaking about the loss of interaction with other students in the classroom. In distance learning, study in a group is difficult, one just have to do by himself which becomes publicly one-off as there is no communication with other classmates. No chance for communicating with classmates and teachers orally. Though, a chat, e-mails, conferencing and bulletin boards, this problem is lessening gradually. The interactions help to develop critical thinking and problem-solving skills. Many distance education programs have developed online forums or chat rooms for students to share ideas and communicate, but it is only a partial substitute for the interaction you get in the classroom with a teacher and other students. If the classroom environment is what you like most about learning you may want to take a step back and reconsider distance learning. You'll likely get some interaction on chat rooms, discussion boards and through email, but the experience will be quite different than traditional courses;

- some students ignore distance learning, and some of them have real excuses – no computers and the Internet. A similar thing is applied to teachers: there are still those who do not have enough computer skills. If we had been warned about the global quarantine, maybe we would have got prepared better and acquired new skills for that;

- cheating, we can't control how students do their tasks, they can use any source they want. So we can't examine their knowledge during online testing, we just check that they are resourceful and they continue studying. In some cases, we can check their knowledge in video apps, but when there are a lot of participants in an online video conference, we are limited in

time. So to deal with this, teachers need to be creative. They have to create tasks that cannot be done automatically, randomly clicking on answers in tests. Creativity and flexibility are quite important in online teaching and learning (Omelchenko, 2020).

4. Conclusions

Thus, summing up, it is worth noting that the educational conditions for learning a foreign language in the modern world, gripped by the COVID-19 pandemic, are changing significantly from conventional classroom learning to distance learning. However, thanks to distance learning, students from remote areas have the opportunity to learn a foreign language and acquire a new language and communication skills. Online learning offers students flexibility, up-to-date information, rich and unlimited online resources, and the ability to be effective members of learning communities. However, despite the numerous merits for students, there are also disadvantages, namely, interpersonal interaction and communication between students deteriorates, lack of digital skills and resources, slow Internet connection, and others.

The study shows that the transition to online helped higher education institutions, teachers, students, and managers to open new opportunities and acquire new positive experiences while studying foreign languages. The future of distance education depends primarily on the creative use and development of new technologies. As learners become more aware of the potential to develop knowledge and skills more easily and conveniently, the need for new materials and presentation media should continue to increase.

Future work should focus on studying theoretical and practical aspects of online foreign language learning and constructing new effective distance learning courses with high academic content.

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THE STRATEGICAL MODEL OF ADULT EDUCATION DEVELOPMENT IN UKRAINE

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Summary

The article is devoted to the problem of formation the innovation model of adult education development. The author determines that in order to form an integral, open and effective national system of adult education, which would fully cover the formal, informal and information components and would be aimed at satisfying the educational needs and potential needs of adults, there should be proposed to develop the innovation model of adult education development. The proposed the innovation model of adult education development should be consolidated on objective changes in the educational sphere, on achievements of science in the context of personal awareness of own life activity, and on fundamental differences between adult and underage person. At the same time, the proposed innovation model of adult education development should be aimed at overcoming the contradictions in general education system of Ukraine. The innovation model of adult education development is based on the combination and formation of the integral system of development, namely: regional development of adult education system, high-quality and modern educational services, transformation and expansion of adult education content, as well as development of international cooperation in adult education. Implementation of such organizational and innovative model allows to define qualitative ways of effective use of regional and national potential of educational space according to the needs of the market.

Key words: innovation model, adult education, modern society, general education system of Ukraine.

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1. Introduction

Modern trends of social transformation and development require an independent, self-sufficient person, who has a high intelligence, will power, and is able to adapt effectively and flexibly in a dynamically changing public sphere. Including these conditions, the impact of educational practices on the social, cultural, economic and political development of the world society is rather increasing and gives it a system-based meaning. Thus, the issue of ensuring free access to education during life becomes the priority, and its solution is possible only if the system of adult education practice is significantly changed.

The increasing in the role of adult education in the development of modern society is conditioned by the general acceleration of social and cultural changes at both global and local levels. The fluidity and complexity of the processes of modern life in accordance with the general tendency of its increasing for each individual person objectively determine the necessity of formation of a personality capable of perception and realization of transformations, set up on

realization of change of education as a natural norm and continuous increase of its competent-qualification level. The important factor contributing to the solution of this problem is the education of adults, whose functioning and development has its content and formal specificity, due to the peculiarities of the population who need training.

In order to form an integral, open and effective national system of adult education, which would fully cover the formal, informal and information components and would be aimed at satisfying the educational needs and potential needs of adults, we have proposed to develop the innovation model of adult education development (*Kovalenko, 2005*).

Thus, a rather important scientific task is to develop the innovation model of adult education development in the context of global trends and changes. At the same time, the formation and development of the innovation model of adult education development as a component of effective life-long education is conditioned by the necessity of:

- improvement of socio-economic and spiritual conditions of development of ukrainian society;
- processes of effective formation and development of democratic, legal and social state, as well as development of civil society;
- integrity and full integration of Ukraine into the European Community;
- the necessity of modernization of education, as well as introduction of the National qualification framework, which is the means of improvement of general secondary system, professional-technical, higher, post-graduate education and training during the life.

2. Innovative model of adult education development

The proposed the innovation model of adult education development should be consolidated on objective changes in the educational sphere, on achievements of science in the context of personal awareness of own life activity, and on fundamental differences between adult and underage person. At the same time, the proposed innovation model of adult education development should be aimed at overcoming the contradictions between:

1. Objective need of adult education development in the system of formal, informal and information education and informality of proper normative-legal, scientific-methodical, organizational support;

2. The importance to take into account the needs of the labor market, the requirements of employers, as well as the educational and cultural needs of adults, motivation, valuable orientation of adult personality regarding personal self-realization and absence of modern technologies of their professional training and retraining;

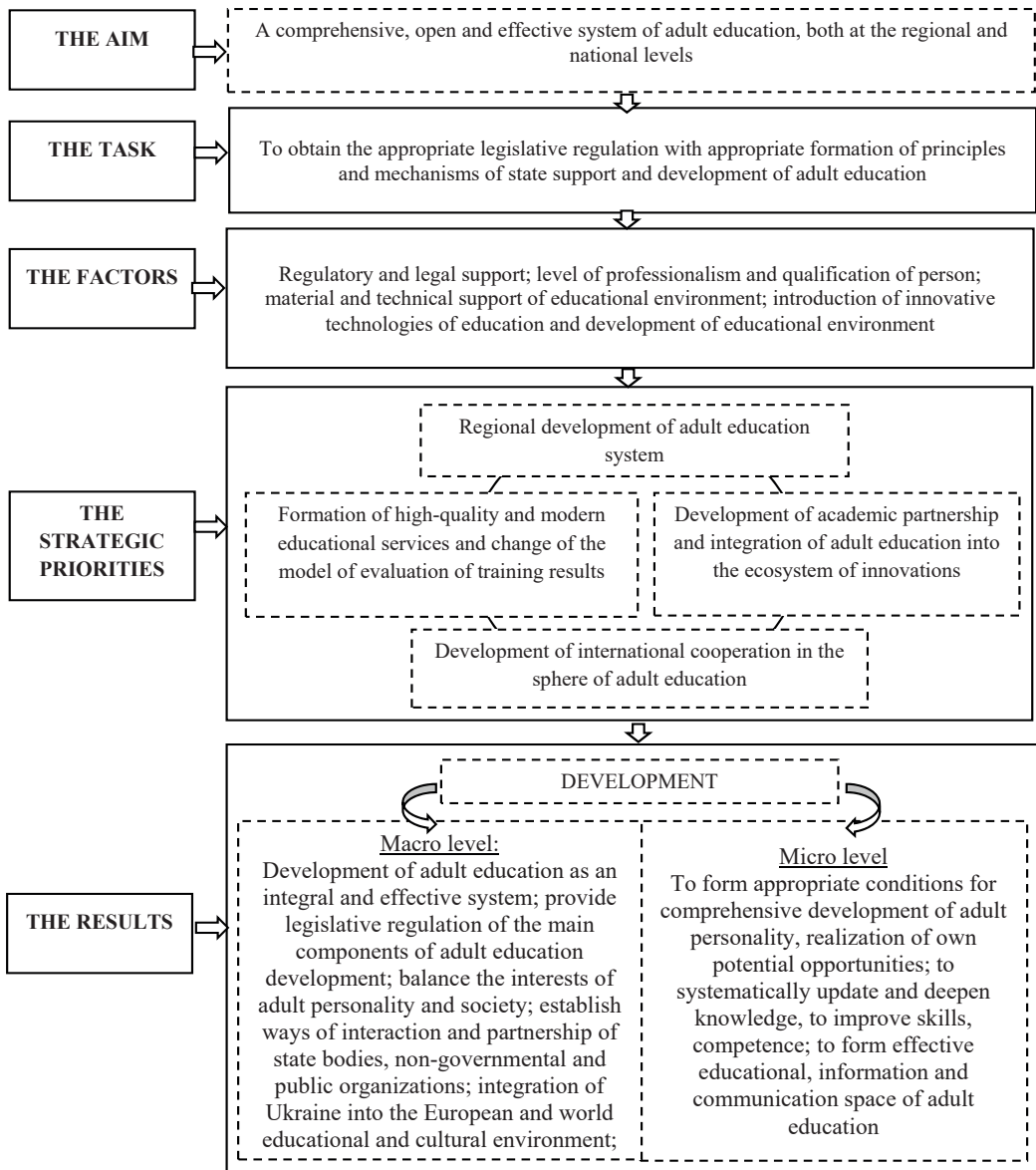
3. The employers' requirements to the level of professional competence of the employees themselves and the absence of the integral scientific-grounded system of organization of their professional retraining.

On the basis of the above mentioned we formed the innovation model of adult education development, which will give the opportunity to promote democratization of social development and economic transformation. This will ensure that society understands its own rights and responsibilities, forms the proper legal culture and civic self-awareness that can cover people of different ages, interests and educational needs, and can be implemented as a whole system in different forms, namely, formal, informal and information (Table 1.).

Proposed innovation model of adult education development is based on the combination and formation of the integral system of development, namely: regional development of adult

Table 1

Innovation model of adult education development



education system, high-quality and modern educational services, transformation and expansion of adult education content, as well as development of international cooperation in adult education. Implementation of such organizational and innovative model allows to define qualitative ways of effective use of regional and national potential of educational space according to the needs of the market.

The main goal of the proposed innovation model of adult education development should be the development of integral, open, effective national system of adult education that covers

formal, informal and information components and should be directed to meet educational needs and potential needs of adult personality. Such an approach will facilitate the comprehensive development of adult personality, as well as its adaptation to the social, economic and cultural conditions of life, which are constantly changing.

The main task of forming an innovation model of adult education development in all its dimensions is manifested through the establishment of appropriate legislative regulation with the determined formation of principles and mechanisms of state support, the role of key actors, their rights and obligations, as well as ways of coordination between different providers of educational services, as well as mechanisms of appropriate financing from the budget.

At the same time, the following principles should become important principles of the formation of the innovation model of adult education development, such as (*Hillage, 2000*):

- recognition of the right to education as the priority and fundamental human rights at any age;
- orientation on human values and ideals of humanity;
- prompt and maximum provision of educational needs of society as a whole and individual citizen;
- systemacity in personal and professional development;
- accessibility and continuity of education;
- recognition of the results of the previous training; cooperation and partnership of state bodies, non-governmental and public organizations in ensuring the development of adult education;
- taking into account the peculiarities of cultural and educational needs of different categories of adult population;
- compliance with state requirements and educational standards.

The studies showed that changes in the general education system, including in adult education, occur under the influence of certain factors, that is, the relevant causes or the driving forces of a particular process. The main factors influencing the formation, formation and development of the adult education system include: regulatory and legal support, level of professionalism and qualification of scientific and pedagogical staff, material and technical support of the educational environment, introduction of innovation technologies of the educational environment development.

The important factor in the development of adult education is the formation and provision of legal support for adult education (*Hryhorieva, 2006*). This includes, first of all, the adoption of the Law of Ukraine of adult education and corresponding subordinate acts. The following components should also be mentioned:

- definition of guarantees of adult education development by means of separate special articles of the state budget of the country;
- formation and development of financial support mechanisms of the most distant social groups from the system of education;
- ensuring access to educational services for all adult citizens of the country, regardless of the level and orientation of the previously received education, available financial resources, place of residence, age and health status.

Equally important is the formation of the appropriate level of professionalism and qualification of the pedagogical staff. In this context the important component is the preparation of scientific and pedagogical staff for adult education, who will have not only the skills to use various innovation technologies, but will also possess methodological methods of their

application for effective process of organization of the educational environment for adults. This will enable the preparation of adult students to the level of modern world standards taking into account all existing and potential challenges and prospects of Ukraine's development in the 21st century. This should include the systematic retraining and upgrading of the scientific and pedagogical staff in accordance with the new requirements of the educational market and the provision of high-quality educational services.

At the same time, material and technical support of the educational environment should be considered as a complex of educational, material and technical means, including creation of modern classrooms for active teaching, scientific laboratories, workshops, creative spaces, digital platforms, interfaces and means of communication, experimental shops intended for providing effective and qualitative educational process according to educational-professional programs, educational plans, modern technologies and methods of modern educational process, as well as for realization of scientific and research work of the educational service recipients.

Moreover, the main task is to provide high-quality lectures, seminar, laboratory, practical lessons, educational practice at high scientific, methodical and technical level according to the current educational programs of the respective disciplines. The main goal of efficient and rational use of educational offices and laboratories is to provide professional and practical skills and competencies in accordance with the requirements of the state and branch standards of education.

The introduction of innovation technologies of education and development of educational environment is aimed at the stage-by-stage introduction of various types of pedagogical innovations. Such implementation facilitates changes in the traditional pedagogical process, overcoming the consequences of destructive processes in the education system, and also bringing educational institutions to a competitive level.

Generally, innovation teaching technologies are such that the educational process itself is not information, but acts as an activity in which adults gain relevant experience in solving certain problems and practical situations. In the process of studying not only knowledge, but also the appropriate type of thinking, as well as communication features are transferred. In particular, the participants of adult education rethink their vital values and transition to get the new knowledge, understanding, appropriate attitudes of consciousness and behavior. The process of knowledge is carried out in the mode of continuous change of different types of activity.

Moreover, the scientific and pedagogical staff of modern institutions of higher education faced the task of introducing such forms and methods of education, which would aim to activate the creative potential of adult personality and stimulate to reveal potential.

The analysis of educational practice showed that exactly innovative learning technologies stimulate new knowledge and will reveal and develop the intellectual potential of the adult person. Among the innovative forms of education, we believe, the use of training technologies, case of technologies, and also immersive technologies deserve special attention.

Training technologies have rather significant advantages over other forms of training and require not only knowledge, but also ability to apply their knowledge in practical activities, especially, which is constantly changing. In particular, training forms are considered to be the creation of a system of professional trainings, which are conducted alongside traditional forms of professional training. The global changes taking place in society require significant changes in the overall adult education system, which can be ensured through intensive short-term training sessions aimed at creating, developing and systematization of certain skills necessary for the performance of specific personal, educational or professional tasks, in conjunction with the strengthening of personal motivation for improvement of work.

The analysis shows that in practical activities of higher education institutions in adult education the following types of training are gaining the greatest spread, among which are:

- training of partner communication, which gives an opportunity to build trust to others, unity, ability to work effectively in a team or collective.
- training of sense, which gives an opportunity to develop the ability to predict the feelings, opinions and behavior of another person, and also to understand themselves.
- training of creativity, which gives an opportunity to develop skills creatively and creatively think, which envisage the use of different exercises.

One of the rather effective innovative technologies is the application of case-studies in adult education, which should be considered as a method of rather active problem and situational analysis, based on study by solving specific tasks and relevant situations, i.e. case-solving. Moreover, the main purpose of the application of the «case-study» method is joint efforts of the group of adult pupils to analyze the defined situation in a rather detailed and systematic way, namely «case», which occurs in a specific situation. As well as to develop appropriate practical solutions, to finish the process, to estimate the proposed algorithms and to make the appropriate choice of the best and effective solution in the context of the problem.

The analysis showed that the case study method is characterized by such features as:

- orientation to receive not the only, but many truths and orientation in their problematic field;
- the emphasis of the training process is shifted not to mastering the ready knowledge, but to their production, as well as to co-creation of the adult person and the teacher;
- the result of application of the method is not only the process of obtaining knowledge, as well as obtaining skills of professional activity.

At the same time, the main technology of the method is that according to certain rules the model of a specific situation, which occurred in real life, is developed and the complex of knowledge and practical skills that an adult student should receive is revealed. At the same time, the advantage of the method is not only to obtain knowledge and to develop practical skills, but also to develop a system of values of adult students, professional positions, life-saving settings and a kind of professional vision.

Immersive technologies can potentially become an important tool in education and can reverse adult learning. One of the conditions for effective introduction of new technologies in adult education is the training of teachers themselves. The application of the technology of the complete reality in adult education contributes to the effective mastering of material, long-term preservation in memory, increased motivation, interaction and cooperation, and at the same time inspire participants of the educational process, which makes the process of adult learning more conscious and effective.

At present we have defined the main strategic priorities of adult education development, such as: Regional development of adult education system; formation of high-quality educational services and change of model of assessment of learning results; development of academic partnership and integration of adult education into the ecosystem of innovations; development of international cooperation in the field of adult education.

Regional development of adult education system provides for effective formation of general strategy of adult education regional development. According to this, it is expedient to develop an effective strategy of regional development of adult education taking into account social, economic, demographic, national, cultural and other factors, as well as relevant features of regions.

The formation of high-quality and modern educational services and change of model of assessment of adult students results with priority on formation of skills of solution of complex

practical tasks and practical situations, as well as ability to think systematically, critically and creatively.

Development of academic partnership and integration of adult education into the ecosystem of innovations, which includes such components as:

1. Establishment of higher education centers, hubs and innovation ecosystems in the structure of the institution.
2. Creating opportunities for adult students to use university facilities, including conference rooms, working places, offices, laboratory equipment, online resources, etc., by clear, transparent and easy-to-administer procedures.
3. Formation and construction of management processes on the principles of flexible lens: The initiative is encouraged and rewarded,
4. Formation of social responsibility, organizational and administrative culture, which will act as a high level of tolerance for mistakes.

Research shows that international cooperation in adult education is currently a powerful tool for the development of the world adult education system and would provide for the effective use of such forms of international cooperation in adult education under the Ministry of Education and Science of Ukraine as: European integration in the educational space, including adult education, cooperation with development partners (British Council; US Peace Campus; multilateral Donor Foundation for the Stabilization and Sustainable Development of Ukraine (Denmark, Finland, France, Germany, Italy, Japan, Netherlands, Norway, Poland, Sweden, Switzerland, the United Kingdom, the United States and the European Union, the largest donor)); Goethe-Institut; NATO Science for Peace and Security Program; European Education Foundation; Council of Europe; UNESCO and others.

Such international cooperation has the following objectives:

- Formation and achievement of such level of adult education that meets the needs of the modern international environment.
- Building of integrity of the level of national educational systems.
- Training of qualified and professional personnel for the national economy.

The implementation of the basic provisions of the innovative model of adult education development will provide the opportunity for sustainable development of adult education both at the national and regional levels, among them:

- develop adult education as the integral and effective system that would guarantee and protect the rights of every citizen of the country to continuous education throughout their life;
- provide legislative regulation of the main components of adult education development;
- coordinated education of adults concerning the mastering of common human values and ideals of humanity;
- balance the interests of the adult person and society, and to make adult education sufficiently accessible to all segments of the population;
- improve the relationship between the educational services market and the labor market. At the same time, to achieve conformity of volumes, directions and quality of education and training during life to the needs of the customers of services according to the tasks of the national qualification framework;
- form appropriate conditions for the comprehensive development of adult personality, realization of own potential opportunities. It will promote both its adaptation to dynamic socio-economic changes and social protection of adult personality;
- systematically update and deepen knowledge, improve skills, competencies acquired by the person before entering the sphere of paid work, provided by the system of

institutions and educational programs aimed at acquiring new competencies and their further development;

- form conditions for organization of adult education and educational activity and further integration of Ukraine into the world educational and cultural environment;
- establish ways of interaction and partnership of state bodies, non-governmental and public organizations. In particular, the Ministry of Education and Science, the Ministry of Social Policy, Confederation of Employers of Ukraine and others;
- determine the status of pedagogical staff, who carries out education of adults;
- form an effective educational, informational and communication space of adult education with further development of educational and educational-methodical manuals on electronic and paper media, creation of web-pages, educational bulletins and other;
- development of international cooperation in adult education in international educational programs.

The developed innovative model of adult education development should serve as an integral and important guide for the state as a whole in its policy-making in all directions and spheres of adult education development in the context of general educational policy formation. In our opinion, the development of the proposed organizational and innovation model and its effective implementation should be an important task for the state and its authorities, taking into account all the challenges and challenges that Ukraine faces today.

The main provisions of the innovative model of adult education development are formed on the basis of current components of adult education development in conditions of globalization and existing threats, opportunities for global processes at the state and regional level. In other words, the developed organizational and innovation model should reflect the current features in the adult education system to the fullest extent and should form preconditions for both strengthening and developing advantages and reducing the adverse impact of threats and potential risks.

3. Conclusions

Systematic measures are being implemented to modernize the network of institutions of higher education. The labor remuneration system makes it possible to keep the best scientific and pedagogical workers, but at the same time it does not attract young people to the realization of pedagogical and scientific activity. The number of scientific and pedagogical personnel able to carry out scientific research at the world level remains insufficient. Some institutions of higher education carry out innovative activities and promote the development of start-ups, but this does not include investment and financial support.

However, an innovative model of adult education development should be developed as an integral and important guide for the state as a whole in its policy-making in all directions and areas of adult education development in the context of national education policy-making. In our opinion, the development of the proposed organizational and innovation model and its effective implementation should be an important task for the state and its authorities, taking into account all the changes and challenges that currently present the global space for Ukraine.

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SOCIAL MEDIA AND FILTER BUBBLES

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Summary

The aim of this paper is to analyze the media bubbles and media footprint in social medias. The authors reflect the ways numerous online hubs are personalizing the Internet for their users, so people have media bubbles as an effect when the algorithms of social networks and search engines personally select what posts and links to show. The information bubble is related to the peculiarities of the cognitive activity. People choose information that supports their point of view and isolate what will confirm their opinion from the whole array of facts and information, a “Confirmation Bias”. Turning students’ attention to their own filter bubbles on social media, a space where they may have already developed an array of literacies, the authors warn the students that media bubbles can be dangerous. There are tasks to analyze the media fields of students and also there are ways to filter out information flows, preserve and develop critical thinking. The authors give examples of tasks for bachelor level students in the discipline “Info-Media Literacy and Critical Thinking”.

Key words: social media, concept, critical thinking, media bubble, media consumer, media footprint.

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1. Introduction

As one of the researchers has stated, “academic research lags behind marketplace developments” (*Montgomery, 2015*). This fact must be highlighted on a global level as these market changes have affected the way we interact with various online platforms.

As Facebook transforms its marketing model to meet their economic needs, privacy issues continue to arise and change. As a new social network tool is place in the forefront and students of all ages chose to join the question of data protection become important. This issue appears more important to the parents, educators, or caregivers who have a vested interest in keeping their children or students safe (*Livingstone, Haddon, Görzig, Ólafsson, 2011*). Then, the other side of this issue comes into context that even those whose job it is to protect children/ students may have also allowed for breaches in data such as educational institutions. These issues are just beginning to take shape so the research in this area is just growing (*Abreu, Lee, McDougall, Melki, Mihailidis, 2017:10-12*).

When you visit a website, you think you are getting the same content as everyone else. But almost anywhere you go online, **algorithms** keep track of what you like to click on. These algorithms give you content based on what they think you like, and they will continue to do so

until they are mainly showing you content you will likely consume. This process can lead to the creation of a **filter bubble**.

The decisions around the types of posts that we see when scrolling through social media are in the hands of algorithms rather than people, computer programs ran by companies that own the app or website.

The news information that appear on search engines and social media are tailored to your personal information, which is collected through your search history, online shopping habits, platforms you use, details passed on when signing up to things online and your privacy settings.

2. How is the information bubble formed?

The information bubble (filter bubble/algorithms) is an effect when the algorithms of social networks and search engines personally select what posts and links to show people. Usually people see the information that they like and that coincides with their worldview and supports their interests.

Information bubbles were first coined by Eli Pariser, the author of the book “The Filter Bubble: What the internet is hiding from you”, who detailed the ways numerous online hubs were personalizing the Internet for their users. The concept of an information bubble can have two explications.

The first is the technological algorithms of social networks and search engines, configured to give out information that is as close as possible to our interests, positions and approaches. All our actions, all our clicks, being on sites, views, likes in social networks are aggregated, helping algorithms to interpret our behavior, predict what else we could be offered. Social media feeds are set up to show us not new publications in chronology, but those that, in the opinion of the algorithm, will be most adequate to our interests, opinion, even emotional state. In fact, an information bubble is forming around you.

The second explication of the term information bubble is related to the peculiarities of our cognitive activity. We choose information that supports our point of view and isolate what will confirm our opinion from the whole array of facts and information, this is called “Confirmation Bias”. Confirmation bias is one of the most common cognitive distortions and the most problematic aspect of human thinking. This phenomenon manifests itself in a variety of areas – from the perception of political information to medical diagnostics and scientific research.

3. Information bubble can be dangerous

Information bubbles, making our personal life more comfortable, create tension in social life, interfere with the development of the ability to negotiate between members of the community. On the one hand, the search engine and the social network helps to find more adequate information. They won't offer you horror movies if you show with all your behavior that you prefer romantic comedies. But on the other hand, you will be less and less likely to encounter opposite opinions, with people who disagree with you in values, in opinions. You will live surrounded by a very comfortable and pleasant bubble, but when you come out into reality, when you need to do something, solve the issue, you will be very much surprised how distorted your idea of the world, how it works and what views are held by people living next

to you. Therefore, you need to at least sometimes try to get out of your information bubble or expand it, faced with an opinion opposite to yours.

Periodically clean the cache and browser history, look for information in incognito mode (for example, the Google Chrome browser gives this opportunity). For the sake of interest, compare the results of search queries in incognito mode and without it. Do not immediately refuse to read or view publications with the opposite point of view, especially if an opinion is presented reasonably. In social networks, turn off automatic sorting of your feed, set settings that allow you to show publications by chronology. When faced with the “wrong” opinion, take the position of an active listener. Listen to him carefully, not to argue, but to hear his point of view.

We therefore maintain that turning students’ attention to their own filter bubbles on social media, a space where they may have already developed an array of literacies, means they can attempt to reconcile the distinction between their digital literacies and *critical* digital literacies as part of reassembling their data with their body. Indeed, the difference between digital literacies and *critical* digital literacies are particularly problematic in social media spaces. After all, social media are themselves sites of converging roles and agencies, where users are both producer and consumer (*Beck, 2017*) and, as (*Jenkins, 2006*) suggested, sites “where the power of the media producer and the power of the media consumer interact in unpredictable ways”.

4. Analyze your media field

Each person's media field is individual, like a fingerprint, it is a set of sources of information, channels and methods of communication.

Communication is of three types: passive – subscribe to a specific blog; active – read posts and take notes or notes; bilateral – put likes, write comments and ask questions.

Many people, when forming their media field, begin to unconsciously apply toxic patterns. Thus, incorrectly configured communication channels can form a lost profits syndrome (FOMO) in the user. It begins to seem to them that the people around them have brighter and more interesting life, that all important events do not happen to them, that as soon as they disconnect from the Internet, they will definitely miss something. In this case, their media field ceases to perform useful functions, it eats up time and attention, is fueled by a sense of anxiety.

Without verification and fact-checking, making thoughtless reposts, we form a media field from information that is not credible. Such a media field ceases to be an assistant and becomes an enemy: it creates a false picture of the world, reduces the criticality of thinking. This pattern is quite contagious and can damage the immediate environment as well.

Toxic patterns include the media field, which is formed under the effect of framing. This is a well-known example of cognitive distortion, in which the field of view is markedly narrowed. Some information is given more attention to the detriment of another (entertainment content prevails over developmental content), some communication channels always receive a negative emotional coloring (“time in social networks goes only to harm”).

While learning Media Literacy, our students have such task as Media Analysis assignment. In these assignments, students have to identify fact from opinion and recognise various forms of media bias. To do this, students may be given specific resources to analyse, or might be asked to look at a wide range of media, including television, radio transcripts, newspapers, films, blogs, and social media. Some questions help the students with the task:

- Is the group/issue accurately portrayed?
- Is the group/issue portrayed in a positive way, a negative way, or a mixture?

- How do people feel about the way the group/issue is portrayed?
- Are there different perspectives or opinions presented about this group/issue in the media, or just one?
- Are there positive outcomes from the way this group/issue is represented in the media?
- Who benefits from these positive outcomes?
- Are there negative outcomes from the way this group/issue is represented in the media?
- Who suffers from these negative outcomes?

5. Preserve and develop critical thinking

The insatiability of information is very difficult to stop, because the entire information world that makes money from users contributes to the formation of this habit. And only the person himself consciously can somehow resist these manipulations. From constant scrolling, we only lose time that we could spend on real progress in our own lives. So, these are forces to filter out information flows, to preserve and develop critical thinking:

1. Recognize the bubble.

Social networks from the very beginning of their existence began to collect user data in order to improve the user experience and bring together people with similar interests and preferences. After some time, it became clear that people create volumes of data that can be used for marketing purposes, to simplify the sales of certain goods and services and also in order to observe people and influence society.

Media researcher Eli Pariser foresaw a threat back in 2010 that no one had thought about before. It is called an information bubble (from the English filter bubble – a state of intellectual isolation that occurs when the search engine supplies the user only with information that corresponds to his own views, and removes everything that contradicts them). Special algorithms based on the search history of a person and his other actions create a homogeneous information space around a person, offering him more and more of what a person has already been interested in. This is clearly seen in the example of Google search, where different people will get different results for the same keywords – this will depend on individual search history.

2. Don't listen only to your own echoes.

If you shout something in a room with a high level of sound reflection, you can hear an echo – your voice will be reflected as if there are dozens of other people in the room. The same phenomenon is possible in social media. People form groups, make pages where those whose views and interests are similar gather. And then there is the echo effect, or the "echo chamber" effect, which Pariser wrote about in his 2011 book "The Filter Bubble: What the internet is hiding from you". On social media, this happens as follows. A person publishes something. Those who agree with him put "likes", share the publication, write approving comments. And those who disagree, either do not see the publication at all, or are afraid to leave a comment in order not to fall under verbal attack. The author of the post has the feeling that his thoughts and opinions are large-scale and very important, and that many people think the same way. It's a very powerful feeling – many people agree with you and recognize you. But it's really just a reflection of your thoughts from those who think in a similar way.

In an echo chamber, especially an echo chamber of somebody's own thoughts, it can be very comfortable, but a media literate person has a broader outlook. This means that people should be more open to other people's opinions and the picture of the world. On social networks, people should consciously join groups and subscribe to pages that at first glance are

not interesting or even contradict your beliefs. And if everyone with whom you communicate begins to agree with you, then you should think about whether you have fallen into an echo chamber where only your own voice sounds.

3. Manage your attention.

A person has six senses with which a certain amount of information can be perceived – sounds, tastes, smells, texts, pictures, etc. are information. Our feelings, along with information, form what we call attention and it is limited. We have two ears and two eyes, and even if there are a lot of texts, videos, pictures and sounds, our eyes and ears can no longer pass through themselves. For this reason, the ability to manage your attention becomes an extremely important skill. Then important information is transmitted to the brain, and insignificant does not interfere with it.

Unnecessary data and information noise do not begin to control your attention, so you should get your inbox in order; set up filters in your accounts; filter spam in your inbox. Newsletters and promotional emails distract attention and also try to influence you or sell you something.

4. Choose “healthy” info channels.

Unlike YouTube, Facebook, TikTok and other social media, in journalism it is considered mandatory to check information before publishing. At the same time, it is important to read various press, so as not to be in the info bubble. Thus, in your “info menu” there will be high-quality and reliable information that expands the horizons.

5. Check and doubt

Fascinating, incredible, unusual, dangerous – these words often characterize false and misleading information. It is also often characterized by the following: “unknown or anonymous source”, “lack of experts”, “scientifically proven”, “according to experts”, “confirmed and true” and “in fact”. The press should refer to the source from which the information comes. In some cases, a journalist may use the anonymity of the source to protect the source of information, but in this case, it is always indicated that “the source is known to the editorial board”.

If it is claimed that something is “scientifically proven”, then it should be possible to verify it. Proof can serve as a scientific article published in an international scientific publication, or a link to the scientific work of the author with the opportunity to get acquainted with his other works. So you can make sure that such a scientist exists at all.

If the text indicates that things really are in one way or another, or there is an abundance of phrases “in fact” or “truthfully”, then there is a reason to doubt. Reliable information does not need to be emphasized on its credibility, nor does it need to be constantly emphasized that the situation or phenomenon is indeed as claimed. If there is a doubt on at least one point, then you should not take this information seriously, and, especially, share it.

For our bachelor level students, we have some tasks connected with this theme in our developed lessons in the discipline “Info-Media Literacy and Critical Thinking”.

Ex. 1. Answer the questions:


1. How often do you surf the internet?
2. What social media do you visit more often?
3. How often do you share photos or write reviews on any products?

All that you do in the internet make up your “social media footprint”.

A social media footprint is the trail that you leave behind for others to find every time you upload a photo on Instagram, check in on Foursquare, share anything on Facebook, tweet on Twitter, pin on Pinterest boards, publish videos of yourself on YouTube, get tagged in a Flickr photo, add jobs and education info on LinkedIn, and so on.

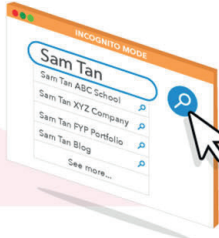
Read the information below and add more safe habits you should have online.


HOW CAN I SECURE MY DIGITAL FOOTPRINT?



HERE ARE SOME WAYS YOU CAN PRACTICE SAFE DIGITAL FOOTPRINT HABITS ONLINE!

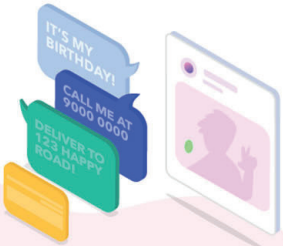
- First, you can find out more about your digital footprint by entering your name into a search engine and reviewing the results.
- Remove online content or posts that reveal your personal information.







- Switch your settings on social media platforms and your apps to 'Private'.
- Check your settings regularly, as social media sites may change their privacy policies.
- Turn off geo-tagging or location settings on your phone and social media, as that tracks your movements and regular routes.

- Do not share sensitive information such as your phone number, address and birth date online.
- Avoid oversharing personal information. Your personal texts, photos and videos may be shared or leaked, even if you had intended for it to be private.






#BeSmart

Be Aware Of What You Share

Supported by:

SG·D | GET READY!

Ex. 2. Read the text “National Selfie Day”



Comment on the quotation from the article:

“The term “selfitis” arose in 2014 to describe someone who takes a lot of selfies and posts them to social media and since then, it has been adopted by psychologists and is considered a real mental condition.”

Ex. 3. Watch the video “How filter bubbles isolate you” (2:37) <https://www.youtube.com/watch?v=pT-k1kDIRnw>



While watching, make notes and finish the statements:

1. Almost anywhere you go _____ will keep track of what you like to click on.
2. Each of us has specific interests so why not focus on _____ we'll probably like.
3. A social media site may _____ from friends with different viewpoints.
4. If you want to go online _____ algorithms is almost impossible.
5. It becomes difficult to have a _____ discussion about the facts.
6. Keep _____ in mind when you browse the internet and try to seek out new _____.

Answer the questions:

1. Describe your personal filter bubbles.
2. Do you try to avoid filter bubbles?
3. Have you ever noticed that you miss information?
4. How can you change your filter bubbles?

6. Conclusions

To conclude, media literacy is one of the principal new tools that provide citizens with the skills they need to make sense of the sometimes overwhelming flow of daily media and in particular, new media and information disseminated through new communication technologies. The news information that appear on search engines and social media are tailored to your personal information, which is collected through your search history, online shopping habits, platforms you use, details passed on when signing up to things online and your privacy settings. So, be trapped into a personal media bubble can be dangerous, because you will live surrounded by a very comfortable and pleasant bubble, but when you come out into reality, when you need to do something, solve the issue, you will be very much surprised how distorted your idea of the world, how it works and what views are held by people living next to you. Once everyone gets stuck in their own bubble, the problem only gets worse. For example, if everyone is confident they're getting the full story on a current event when they're really only getting part of it, no one can make an educated judgement, and it becomes difficult to have a meaningful discussion about the facts. This is how filter bubbles contribute to a lack of understanding and an unwillingness to consider opposing viewpoints and unfavorable information. Keep filter bubbles in mind as you browse the Internet, and continually seek out new sources and perspectives. Hopefully by doing this, you'll be able to take back some control of your online experience.

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THE NEED TO TEACH PROFESSIONAL ETHICS FOR FUTURE SPECIALISTS IN TECHNICAL HIGHER EDUCATION INSTITUTIONS

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Summary

The most modern renewal of intellectual resources of our country begins first of all with the renewal of all levels of the education system. Special attention is paid to higher education and the choice of priorities for its qualitative change: intensity and efficiency of the cognitive process. Understanding by a technical university student of the reasons for the contradictory views of our contemporaries on traditional morals, morality, values, etiquette is a real need that allows him to avoid illusions and stereotypes in his professional activity. The ability of a future programmer to work effectively in a team, to communicate both within his profession and in society as a whole, following the rules of morality and morality, is formed during the study of ethical disciplines, especially professional ones. The need to teach ethics of professional activity in higher technical educational institution forms personal and social competences of future specialist as the most important element of professionalism (D'yachenko, 1976).

The article is devoted to the problem of the need to introduce professional ethics for students in technical higher education institutions. The emphasis of the work is on the need to strengthen the educational component in the system of higher education. To solve the problem, it is proposed to more actively introduce an ethical component into the professional training, which includes not only students' comprehension of the codes of professional ethics of future programmers, but also consideration of social and ethical issues related to IT activities and moral assessment of technology in general.

Key words: higher education, technology, moral responsibility, professional ethics, ethical disciplines, ethical competence, value orientations, modernization of higher education, educational environment of technical higher education institution, criteria of professional ethics.

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1. Introduction

In the second half of the twentieth century, the progress of industrial civilization revealed its contradictory nature: while providing more and more new means to satisfy people's growing needs for comfort and security, it also sowed undesirable consequences.

Throughout history, technology has made people's lives safer, but with the improvement of technical means, human dependence on technology has undoubtedly increased. The creation of modern technologies of long-range action, cognition and implementation in the microcosm and genetic nature of man increasingly makes man himself the object of technical transformation. Humanity is increasingly turning into an "accomplice" of evolutionary processes in nature, which sharply increases the problem of responsibility for scientific and technological progress.

For the modern, and even more for the future world scientific community of particular importance is the further development of the trend of humanization of science and technology, their increasing subordination to the goals of mankind, the combination of research and value approaches, the development of their ethical principles (*Richard, 1994*).

2. Code of ethics of universities as the basis of corporate culture of technical university

According to the Great Polytechnic Encyclopedia, the ethics of the programist is the specification of general norms and principles morality in relation to the conditions of engineering activity, designed to show ways to solve those moral problems and situations that arise in the professional activity of the future specialist, and requires a certain moral position. In a number of countries developed codes of ethics, which in detail define the moral responsibilities of a programmer: Programmer's Credo (Germany), Code of Engineering Ethics (USA), Code of Professional Ethics for Programmers (Hong Kong), etc.

Thus, according to the codes of ethics of the US communities, the future programmer should serve the society, not personal or group interests; to inform the public, employers or clients about the likely economic, environmental and social consequences of engineering activities; pay due attention to generally accepted technical and moral standards in the conduct of computing practice; to act honestly conscientiously, impartially and objectively, etc.

The main purpose of professional training in higher education is to acquire certain knowledge, skills and abilities necessary for the successful implementation of the chosen type of professional activity. In addition, professional interest, not burdened with universal moral values, can cause professional narrowness, so a significant component of vocational training should be moral education (*Klepko, 2003*).

The importance and necessity of ethical education in higher education is fully realized today. The process of studying new values, complicated by the fundamental nature of their status, is recognized as one of the main goals of higher education (*Baydenko, 2004*). There is also a growing understanding that this goal can be realized only with a harmonious combination of natural, technical, economic and humanities sciences in professional education, regardless of the specific specialization of training. The need to strengthen the educational component in the system of higher education determines the growing interest and attention to ethics as a doctrine of morality, as a practical philosophy that can still equip a person with the ability to correctly assess their actions, to harmonize the activities and interests of each person with the activities and interests of a particular team and society as a whole.

The specificity of ethics also lies in the fact that it is important and necessary in the education system, aimed not only at learning, broadening the mental horizons, but also at education, improvement, spiritual growth of the individual. In modern conditions, the entire institution of culture, science, education should be imbued with ethical will, without which it

will not be able to fulfill its main task – the education of a mature, moral personality, a high-level professional.

All this is especially relevant today for technical universities. The contradictory nature of modern scientific and technological progress puts forward special, higher social, moral and ethical requirements for programmers. The degree of their responsibility in modern society is high. Therefore, the professionalism of an engineer today is determined not only by his professional knowledge and skills, but also by the civic maturity of the individual, psychological stability, a sense of patriotism, moral reliability (*Lytvyn, 2011*).

3. Programmer's social responsibility in modern conditions

The modern programmer is obliged not only to be guided by the requirements of the scientific and professional community, but also to listen carefully to the internal and external ethical mechanisms of self-control of the individual – conscience and public opinion. The present is so dynamic, and science, technology and human life are interconnected that any technical solution inevitably entails consequences that ultimately affect the life, health and safety of people (*Lytvyn, 2011*).

Therefore, the degree of professional responsibility of the programmer today is steadily increasing. The implementation of ethical principles in the field of technical activity becomes possible only if the ethical sense and sense of duty in future programmers is fostered at the stage of professional education.

The World Congress on Engineering Education defined the range of requirements for engineering graduates:

- professional competence (unity of theoretical knowledge and practical skills of a specialist, his/her readiness to carry out various types of professional activities within the framework of the educational standard in this field or specialty);
- communication readiness (the ability to communicate within the framework of professional duties), which includes: good command of written and oral (literary and business) speech in the native language; knowledge of at least one foreign language (preferably several), including the ability to read professional literature, discuss professional problems in a foreign language; ability to prepare technical documentation and understand it; possession of computer skills at the level of confident use.
- ability to creativity, creative approaches in solving professional problems, ability to analyze and solve non-standard problems, tasks, readiness to develop and implement a plan of professional action; awareness of responsibility for its implementation;
- stable, conscious, positive attitude to the profession, focus on continuous professional and personal improvement, development of professionalism (*Zimnyaya, 2003*).

The analysis of these requirements allows us to conclude that for further successful professional work, a student in a technical institution must not only master knowledge, skills and abilities, but also assimilate the cultural heritage of society, make it the property of his inner world. The purpose of professional education in a modern technical university should be not only professional but also personal development of students, the formation of professional attitudes, motives, relationships, values that ensure continuous development, self-actualization and full participation in further professional life (*Serikov, 2001*). Ethical disciplines play a huge role in the professional moral education of future engineers.

The introduction of humanitarian disciplines into the curricula of future programmers, which, as a rule, touch upon the issues of ethics, is primarily due to the dominant humanistic

principles in higher education in the world today. Courses on ethical problems of programming are taught at the Massachusetts Institute of Technology, Stanford University, California Institute of Technology and other leading universities in the United States and Europe (Kotlyarova, 2012).

The introduction of an ethical component in the working curricula of technical universities is currently one of the most urgent tasks facing higher education. The urgency of this issue is determined by both the transition to European educational standards and the widening gap between the special knowledge and skills acquired during vocational education and social and humanitarian knowledge that contribute to the formation of moral and social position of the individual, his professional and moral education.

The cornerstone of the discussion of experts and specialists on this topic was the question of whether to create a specialized course devoted to ethical issues and social consequences in the field of creation and use of technical devices, or to evenly distribute ethical issues in different courses of the entire educational program (Serikov, 2002). The problem of students' lack of time for fundamental training in natural sciences and mathematics, which exists in our technical higher education institutions, leads to the fact that in most cases the second approach prevails. However, in this approach, the most important thing for teachers is "not to consider ethical issues as secondary and to carefully integrate ethical content into the technical context of the courses" (Baydenko, 2004).

There are a number of problems with such a solution to the issue of ethics education in technical universities. Firstly, there is a danger that if ethics is included in the curricula of special disciplines, the course may be overloaded, which will eventually lead to ignoring or reducing attention to the necessary basic technical issues and poor training of specialists. Secondly, technical universities may lack teaching staff with experience in teaching ethics. It is necessary to take into account the specific nature of ethics as a philosophical discipline, which is fundamentally different from what most teachers of technical courses are familiar with. If ethics teachers do not have a professional philosophical basis for teaching these subjects, ethics may become a purely formal addition to the course, and the issues it raises will be addressed last, if at all. Existing academic standards, with their limited number of teaching hours, will not allow ethical issues to be incorporated into technical curricula in a way that allows them to be fully explored and understood. Under such circumstances, any teaching of ethics may be too simplistic or even erroneous (Serikov, 2002).

Professional ethics should occupy a special place in the ethical education of a programmer. It is in the technical university that the foundation of professional ethics is laid.

The problem of forming the ethical and personal competence of the future engineer is multifaceted. It is formed not only in the process of forming one's own idea of the categories of morality, morality, etiquette, professional ethics, and other humanitarian knowledge (philosophical, cultural, historical, political, legal).

Within professional disciplines, course projects, research and development and industrial practices. During the training of students in engineering programs, ethical competence is formed by such methods as:

- interdisciplinary case study (resonant events or hypothetical situations that led to eco- and technological disaster are considered);
- analysis of ethical issues in different academic disciplines (for example, a number of topics related to professional ethics of engineers are included in special disciplines);
- so-called "public works" (practical activities of students at the city level within the framework of mastering the educational program gives a broad idea of the chosen profession:

for example, students monitor the level of radioactivity in the territory adjacent to the nuclear power plant, and if there are inconsistencies with the norms, they inform the public and the necessary authorities). Such methods make it possible to identify the criteria of ethical competence of students: knowledge, understanding, skills, desire to act in accordance with the principles of professional ethics; to realize personal responsibility in conducting engineering activities (Klepko, 2003).

4. Conclusions

However, the modern world is so "permeated" with technology that the professional ethics of a programmer does not exhaust the totality of moral and ethical problems associated with software work. Therefore, it is so important for the future programmer to form in the process of professional training a stable moral outlook, an active life position, imbued with the ability to moral will and adequate moral assessment of their own professional actions and decisions.

Based on the analysis of the existence of professional ethics for future programmers in a technical higher education institution, it is possible to identify the main organizational and pedagogical conditions that will be necessary for the successful implementation of the professional and ethical component of vocational education:

- compliance of the content of educational programs and topics of qualification works of students (trainees) of a technical institution with priority issues of ethics in the development of culture, society, science, technology and engineering;
- implementation of the ethical component of the educational programs of the technical institution on the basis of integrated educational, scientific and production structures;
- high level of professional and ethical competence of teachers of the technical university; their active participation in the development, dissemination and implementation of ethical components in all spheres of educational and educational space of the university;
- practical participation of students, undergraduates, graduate students, specialists, teachers in all professional and ethical innovations of the university;
- a systematic approach to the organization of ethically oriented training of students in higher technical education programs in order to form a professionally and ethically competent specialist.

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STRUCTURAL, SEMANTIC, AND PRAGMATIC ASPECTS OF A SENTENCE IN MODERN ENGLISH

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Summary

The present article deals with a meaningful unit of a language, i.e. a sentence. Considered in terms of its hierarchical relationship to other units of language structure, a sentence must be placed at the top of the pyramid formed by these units, since the purpose of all other structural units is ultimately the formation of a sentence. A sentence is a concept of wide scope, covering a wide range of sentence structures from single-word to complex polypredicative constructions. The purpose of the investigation is to study a sentence from different points of view. The article explores the three aspects of the sentence: structural, semantic, and pragmatic. They are the main ones since they cover three main aspects of a sentence: form, content, and use. A sentence is the product of the creative activity of the author of the statement. It is the most complex unit in the language system. The complexity of the sentence lies in the multiplicity of its components, the number of which is not structurally limited in the sentence: the sentence can be large and any sentence can be continued indefinitely, although the number of elements making up each sentence is final. The complexity of this unit is connected with the diversity of the mutual relations of the elements making up the sentence. It is a minimal syntactic construction used in acts of speech communication, characterized by predictivity and realizing a certain structural scheme. Intonational design is an essential feature of any sentence. In the language relative features of such design are more important than absolute ones.

Key words: sentence, predicativity, structure, feature, unit.

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1. Introduction

As it is known, a sentence is the most widely studied part of the syntax. Traditionally it is called not a "syntactic construction" but a "group of words". Since any syntactic construction is usually a group of words, the definition of a sentence through a syntactic construction does not lose the information conveyed in the traditional definition. So, we can define a sentence more precisely in the following way: a syntactic construction is a group of words, but not every group of words is a syntactic construction. (*Ivanova, Burlakova, Pochepcov, 1981: 164*) Describing a sentence as a syntactic construction, the feature that combines a sentence with some other syntactic units, and the generic affiliation of the sentence are taken into consideration. Concerning specific features, then, since we are dealing with a meaningful unit of the language, they should reflect the features associated with the characteristics of the structure, content, and use of the sentences – three aspects that characterize each unit of the language that has the meaning: structure, semantics, and pragmatics.

2. Discussion

A sentence is the minimum unit of verbal communication. Structural units of a “lower” rank than a sentence (words and their combinations of a non-sentence status) can only act as its constituents. They are incapable of independent usage out of the sentence in acts of speech. Further, a sentence (even a one-word one), in contrast to a word and phrases, denotes some actualized, i.e. a situation correlated in a certain way with reality. So, “*night*” as a word is only “inventory”, as a dictionary unit, naming the corresponding natural phenomenon. The noun “*night*” is nothing more than a linguistic expression of the concept of “a part of a day”. The other case is the sentence “*Night*”. The sentence “*Night*” presents the phenomenon of *night* already as a fact of reality. The corresponding phenomenon both for the author of the statement and for the addressee has been updated. Though implicitly it gets a modal characteristic (the speaker considers the corresponding phenomenon as a reality), as well as a certain time perspective (the plan of the present, past, or future).

It’s much easier in sentences containing the finite form of the verb, which has morphologically fixed indicators of modality and time: *The wind blows* as opposed to *the wind blow*.

Actualization as a syntactic phenomenon has a special name – predicativity. It is made up of the categories of modality and time. Finally, the most important structural feature of the sentence is the closure of mutual syntactic links between the components of the sentence. Not a single word of this sentence can act as a main or dependent element about words outside it. At the basis of this phenomenon lies the correspondence of each sentence to a certain structural scheme, the set of which is finite and specific for each language. All the above-mentioned features are sufficient to identify sentences in the speech stream. (*Longman, 2002: 58*)

Thus, we get to the following definition of a sentence. A sentence is a minimal syntactic construction used in acts of speech communication, characterized by predicativity and realizing a certain structural scheme.

Predicativity is structurally the most important feature of a sentence. The language is different by its capacity for an infinite variety of ways to designate even identical denotations. So, the same person can be named, for example, *John, you, I, this (young) man, my roommate, Johnson's son, Ann's brother*, etc. The list of possible lexical names for the person known as *John* is endless and always open, including new words, which don’t exist yet.

The same feature of the variability of the ways of denotation is inherent for syntactic units. It should be admitted that here the inventory of possible ways of designating a denotation is finite, and therefore the correlation “denotation - designation” is more rigid.

To indicate a situation, this sentence is either an independent unit or a part of a complex sentence (*My father has arrived. When my father arrived...*), phrase (*my friend's arrival*), and the word as a sentence component (*the battle*). The most essential difference between them is the predicativity which is present in the sentence and absent in the phrase and word. The correlation of the latter with reality, their actualization is possible only when they are used as a component of a sentence or as a sentence. The relation to reality, though not independent, but through the sentence, is also inherent in the components of the sentence. In the sentence, *I admired the beauty of the countryside*, each of the significant words has a real denotation in reality. There is a point of view that the relation to reality is a characteristic feature of speech in general, and not of a separate sentence. One can agree with this view, but at the same time, it should be borne in mind that the relation of speech to reality is provided by the corresponding feature of sentences, not vice versa. The sentence also has means of expressing predicativity.

Three are some other characteristic features of the sentence. A sentence is the product of the creative activity of the author of the statement. Man is a creature of creative thinking and it is natural to expect from him the demonstration of creativity in such a sphere, closely related to consciousness, speech activity, and the use of language. If we talk about creativity in speech activity about syntax, then here it is realized in the generation of an infinite diversity of new sentences. For a person who speaks a language normally, it is typical not to store in memory ready-made sentences “for all occasions” (it is clear that this is simply impossible), but to construct new sentences for one-time use, even for similar situations. (*Fries, 1952: 125*)

The suitability of a sentence for use in the acts of verbal communication is connected particularly with the fact that a sentence just gives a person the opportunity to respond creatively and actively to a constantly changing, dynamic reality, to interact using language with new conditions both in terms of reflected content and direct participants of a speech act.

In the sentence, the stability of the structure is combined with the constant novelty of the content and each sentence is new. In a book containing hundreds of thousands of sentences, it is very difficult to find an identical sentence for one taken at random. The construction of each sentence by the speaker is a creative act. From a finite number of words, using a finite set of rules, a native speaker can build an infinite number of sentences of different structures and content. Until recently, the creative aspect of constructing sentences has attracted little attention from researchers, but with the development of the theory of generative grammar, modelling this ability of a person becomes one of the tasks of linguistics.

A sentence, like any other meaningful unit of language, has a form. As in the case of other meaningful units of language, the attention of native speakers is usually not fixed on the form of the sentence, and therefore its existence is not as obvious as the content. But it should be brought to mind that a sentence is a compound unit and its form consists of a set of characters of a certain form, constant and variable for a given sentence, arranged in a certain sequence. Based on formal features we define ‘*There were no fresh vegetables*’ as a sentence and ‘*Were fresh vegetables there no?*’ as a non-sentence.

Consequently, the form of the sentence is multi-stage and multi-component. In particular, it includes formal indicators of the components that make up the sentence – parts of the sentence, the way these components are organized, as well as the set itself.

Each sentence is designed intonationally. Intonational design is an essential feature of any sentence. In the language in the intonational design, it is not the absolute features of such design that are important, but relative ones, based on the opposition of intonation, which characterizes different communicative types of sentences. One can compare the intonation of declarative and interrogative sentences (general questions). (*Ivanova, Burlakova, Pochepcov, 1981: 169*) Considering the structural organization of the sentence, in the grammatical study of the sentence, the intonation design should be considered as an additional feature, the description of which is outside of grammatical theory and falls within the purview of phonetics. For the grammatical study, the demonstration of grammar and phonetics interaction is interesting, as, for example, cases of neutralization of grammatical indicators of sentence narration as a result of using intonation that is not characteristic of this structural type of sentences: ‘*So you agree with me?*’ Cases of this kind show that in the hierarchy of linguistic means of expression narration/interrogation phonetic indicators occupy a higher position than grammatical ones.

The results of the description of any complex system depend on the fact that is taken by the researcher as the main, central in this system through which and in connection with which other elements of the system are studied. For syntax, such a central unit is a sentence as it is a final product of the system which we call language.

Considered in terms of its hierarchical relationship to other units of language structure, a sentence must be placed at the top of the pyramid formed by these units, since the purpose of all other structural units is ultimately the formation of a sentence. The formation of a sentence is its structural purpose, although for most of them it is not directly realizable, while the sentence has a different, communicative purpose being not only the structural but also the structural-communicative unit.

So, admitting the fact that a sentence is the central unit of a syntactic description, however, the question arises: how to deal with formations larger than a sentence, like a paragraph or a text, about which a sentence is a constituent? Perhaps a sentence is not final, but only an intermediate unit?

The reality of the text as a special speech construction cannot be questioned. The question is whether a text (or a paragraph as a part of a text) is a structural language unit. One can answer it negatively. A text does not have unambiguous structural characteristics, similar to those that a sentence has. There are no single structural schemes for constructing a text, which characterizes every meaningful unit of language, like a sentence. None of the structural-semantic means that contribute to the connection of sentences into a text is specific to a text. They operate in a sentence as well, i.e. in the text, we are dealing simply with their extended use. The fact that a text is not a structural unit of the language is also shown in the following. Each meaningful structural unit of the language performs a nominative function, being a linguistic sign, and in some cases a linguistic analogue of the corresponding extralinguistic quantities. In this regard, the functions of morphemes, words, phrases, and sentences are similar. And if the extralinguistic correlate of a sentence is a situation and a quantitatively limited set of structural schemes of the sentence and the semantic configurations underlying them are modelled using the language also a quantitatively limited set of types of situations, then the text is characterized neither by a given set of schemes of structural linguistic construction nor by any categorically defined correspondence in extralinguistic reality. Thus, the centrality of the sentence in the linguistic, including syntactic, description remains valid in the context of the existence of a new direction in linguistics, called "linguistics of the text".

A sentence is a concept of wide scope, covering a wide range of sentence structures from single-word to complex polypredicative constructions. Speaking about the centrality of the sentence in the structure of the language and, accordingly, in the syntactic description, we mean, first of all, a so-called simple sentence, a monopredicative construction. (*Blokh, 1983: 95*) A simple sentence fully satisfies all the features of the sentence as a structural and communicative unit. However, it underlies all other syntactic constructions of any complexity. Another important question connected with the problem of the centrality of a sentence in a syntactic description is the question of a sentence–utterance relation. Being not just a structural but also a communicative unit, a sentence in the process of speech communication acquires features that are only potentially embedded in the sentence and are implemented when the sentence is actualized in speech. For example, *It's cold here* in an act of speech may simply be a factual statement, but it can also be an incentive to action, equivalent in terms of the speech-communicative effect produced by the sentence *Let's go to another place*. The realized sentence is richer in its characteristics than the sentence taken in abstraction from the conditions of realization. That is true, but there can be nothing that would not be incorporated as potency in the sentence. Thus, each utterance appears as a speech demonstration of a linguistic unit, i.e. a sentence.

As it was mentioned above, a sentence is the most complex unit in the language system. The complexity of the sentence lies in the multiplicity of its components, the number of which is not structurally limited in the sentence: the sentence can be large and any sentence can be

continued indefinitely, although the number of elements making up each sentence is final. The complexity of the sentence is connected with the diversity of the mutual relations of the elements making up the sentence. This is the relationship characterizing the members of the sentence, the relations connecting components of phrases and simple combinations of words, the relations of a linear sequence of sentence elements, their emphatic emphasizing, and the role of individual components in the formation of the semantics of the sentence members or a sentence as a whole, etc. Finally, the complexity of a sentence is determined by its inherent multiplicity of possible relationships between content and form.

The form of a sentence is specific. The main task is to establish how words are combined into a sentence, and how a sentence differs from a simple set of words. Therefore, this aspect of the sentence can be called an aspect of the structural organization of a sentence. Along with the "organizational side of the matter", the formal indicators of grammatical meanings should be studied as well. Formal indicators of meaningful differences belong to the structural aspect of the sentence.

The second aspect of the sentence is a semantic one. Subordinate clauses and sentence members have certain semantic features. Parts of a compound sentence have certain mutual semantic relations as well.

Finally, we can single out the pragmatic aspect of the sentence associated with the use of sentences in acts of speech. A sentence is a unit of language that has an obvious and very important extra structural-functional purpose for the language - to serve as the main unit of speech communication. So, one can observe the differences in the communicative plan between sentences, a complex system of connecting up to interchange, between sentences that differ pragmatically.

These three aspects - structural, semantic, and pragmatic – are the main ones, and this system can only be improved if the aspect (or aspects) of the same general status can be named. This is not easy to do. At least the aspects proposed so far do not go beyond the specified trichotomy, correlative with form, meaning, and use of the sentence, and all are reducible to it. For example, it has been suggested to distinguish seven aspects in modern Indo-European languages: 1) logical-grammatical, 2) modal, 3) completeness of the sentence, 4) role about another sentence in an extended speech, 5) the cognitive attitude of the speaker, or actual division of the sentence, 6) communicative task and 7) emotional. It is easy to see that all named in this list of aspects are reducible to the named three main aspects.

Structural, semantic, and pragmatic aspects are the main ones since they cover three main aspects of a sentence: form, content, and use. Difficulties in separating these seven aspects can only be because some of them may be interpreted as built based on formal or meaningful features. With the introduction of certainty in this respect, they will find a place in the trichotomous classification of aspects.

3. Conclusion

Scientific investigation of a sentence in the English language makes it possible to come to the following conclusions:

1. A sentence is not "a syntactic construction" but "a group of words". A syntactic construction is a group of words, but not every group of words is a syntactic construction.
2. A sentence is a minimal syntactic construction used in acts of speech communication, characterized by predicativity and realizing a certain structural scheme.

3. A sentence, like any other meaningful unit of language, has a form. The form of the sentence is multi-stage and multi-component, it includes formal indicators of the components that make up the sentence – parts of the sentence.

4. Intonational design is an essential feature of any sentence. In the language relative features of such design are more important than absolute ones.

5. The complexity of a sentence is determined by its inherent multiplicity of possible relationships between content and form.

6. Structural, semantic, and pragmatic aspects of a sentence cover three main aspects of a sentence: form, content, and use.

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THE PERSONALITY OF THE ARTIST AND CRITIC IN THE LITERARY PROCESS AND LITERARY CRITICISM OF AZERBAIJAN IN THE PERIOD OF INDEPENDENCE

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Summary

The purpose of the article is to determine the role of Azerbaijani criticism in the literary process of the period of independence, the personality of the writer, critic and creative process, the value of the work in the current literary process, by taking into account the reader's taste, the possibility of evaluating the artistic and philosophical essence of the work in the context of the period and time, Methodology and methods used: This topic was investigated by methods based on the philosophy of Azerbaijanism, the ideology of independence. In the course of the analysis and research, theoretical and comparative studies were conducted in the context of a comparative historical method that has withstood the test of literary and theoretical thought since the XIX century, national and moral requirements of the history of independence were taken into account. The article extensively analyzes how important the role of the personalities of the critic, writer, and artist is in the literary process. The main scientific innovation put forward: To study the direction, typology of literary criticism of the period of independence means not only to study the literary heritage in the sphere, categories and thinking of criticism, but, if we approach it in a broad sense, to reveal the history of the people, era, socio-political thought, the history of philosophical thinking. The article examines the literary criticism of the period of independence in unity with the history of socio-political, philosophical thought of the Azerbaijani people.

Key words: independence period, literary process, critic, writer personality, literary criticism, analytical investigation.

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1. Introduction

Literary criticism should have deep scientific-theoretical, philosophical-aesthetic preparation in order to properly fulfill its mission at all times, to be able to overcome the laws of development of modern life, to be able to determine the direction and perspective of the literary flow in advance. The main role in this process is played by the integrity of the critic's personality, his commitment to the creative process as a goal, a source of ideas, determination and objectivity. Critics possessing high scientific-theoretical knowledge, the power of intellectual generalization and evaluation, able to elevate the sense of objectivity from all approaches, can deeply analyze and systematize the development trends, patterns, successes and shortcomings of the modern literary process, help to expand the worldview of artists (as well as readers), to form mastery and sensory skills. One of the founders of Russian literary criticism, V.P. Belinsky wrote, as if referring to just such: "they can make noise and disgrace any person who has arbitrarily accepted the rank of critic" (*Belinsky, 1961:30*). Critics who must protect and develop

the positions of literary criticism, which is an integral organic part of fiction, from all angles, should first of all approach the literary text in no case from calculated, crudely principles, but only analyze the creative process “from their own needs and requirements.” (*Elchin, 1981:5*). The critic should be a close assistant, friend and benefactor of the writer with his clever and accurate, without any hesitation, achieve to create a general picture of a new, modern literary process, as well as help the reader to perceive the new artistic work, to understand the main purpose of the author, the idea of the work, its artistic features. In this sense, the critic has the weight of knowing works in many different directions; he must be able to convince both the writer and the readers with his deep theoretical reasoning.

2. Artist personality and literary process in literary criticism

The national leader of the Azerbaijani people Heydar Aliyev stressed with great pride that the national wealth and intellectual property of the Azerbaijani people is as well as the literature and culture of Azerbaijan: “therefore, we did not start building our independent state in an empty place. As we have economic potential, we have intellectual potential too. Literature and culture form the basis of our intellectual potential. There are people who have created it. It is our geniuses who created it. They created great intellectual potential and property of Azerbaijan with their works enriching human culture from centuries to centuries.” (*Some Thoughts on the True Citizen, Personality and Powerful Leader, 2004:58*).

Our masters of art were also in the center of attention and interests of society with their special features-artistic personalities, character integrity. The people have always accepted artists who are the expression of their spirit from two aspects – through the prism of personality and talent, and evaluated these two poles as a criterion. The artist's personality and his creative talent have always accompanied history as a double wing. The point is not only that any artist has a high talent, writes several valuable works, but also that he “deeply understands human problems, problems of his people, represents the people he belongs to with dignity and honor.

The attitude of literary criticism to great artists and master predecessors should be motivated by the experience of great successors. It should not be forgotten that, as in all other areas of art, “the personality of a critic is the main condition for the creativity of criticism. The main image of the literary-critical work is the personality of the critic himself” (*Shamsizade, 2004:191*).

Academician Kamal Talibzadeh, a prominent literary critic, who considered the integrity and stability of personality as the main criterion for a creative person, rightly noted that artists are usually recognized by their works. “His works give an idea of their personality.” Sometimes the opposite happens. The personality of the artist arouses interest in his work. The personality of the artist and critic, which the scientist presented to the reader in his book “The Personality of the artist”...here he states that the role of criticism in the literary process and the power to manage it lies in the complementarity of these two personalities:” the personality of the artist who grew up from the past literary and historical period on the one hand, his appreciation and experience for today, and on the other hand, the personality of the critic who questioned yesterday on behalf of the modern literary trend.

The role of criticism in the literary process and the power to govern it lies in the fact that these two personalities complement each other (*Shamsizade, 2004: 201*). It is no coincidence that academician Bakir Nabiyev, who focused on the personality of the critic and the importance of the potential power of his talent to work together. He demanded from scientists working in

this field that our criticism should get inspired from the founder of Azerbaijani professional literary criticism- M.F.Akhundzadeh's passion for citizenship, which is characteristic of his struggle for new literature. He wanted his fellow penmates to demonstrate a warlike spirit and principled character belonging to the prominent writer and critic Mehdi Huseyn. He wanted the criterion of the ideological and artistic quality of our criticism to be so accurate that the creators of modern literature could always perceive it as a truly objective attitude: "a critic must live a literary life, a living artistic process, be extremely sensitive to his leading trends, searches and discoveries, great achievements and flaws, and, above all, should be based on knowledge of the modern literary process" (*Nabiyev 1976:9*).

Speaking about the artist's personality and creative process, first of all, we remember professor Nargiz Pashayeva's comments about people's writer Elchin's book "Flag bearer", These comments were written in the preface which is called "the work created by sorrow. What is said in the preface called "comes to mind. Nargiz Pashayeva, who masterfully elaborates the people's writer's civic policy and life mission as a person through the prism of the idea and ideology of his multifaceted creativity, expresses everyone's thoughts in full that it is impossible to write such a work and reveal it at a high artistic aesthetic level if you do not experience the pain; "Elchin is undoubtedly a master, a professional, but we think that if you do not take the tragedy of Azerbaijani refugees to heart, it is impossible to create a work with such an emotional impact as a "flag bearer" only as a result of mastery and skillful professionalism".

In general, professor Nargiz Pashayeva, who emphasizes that the characteristic artistic features inherent in Elchin's work are sufficiently evident in all his works. It is interesting because he fully explores the power of turning into a guarantor of success achieved at the moment when the artistic personality and the creative process are united at the literary level.

The main factor determining the artist's personality and creativity is creative passion, creative enthusiasm. As a rule, the creative palette of great artists has always been enriched by a high creative passion. Great artists are valued as elite people of the world. Their literary heritage and personality and character traits have been cherished as a measure of national value in all periods of history.

3. Unity of literary work, critic and reader in the context of literary criticism

People's poet Samad Vurgun in the thirties of the last century showed that if the writer couldn't be taught and inspired while reading critical material, it means that this product was not written in a highly artistic manner (*Vurgun, 2005: 43*).

The great poet pointed out these criteria, complementing each other in two main directions, because, indeed, the style and beauty of literary criticism lie in the fact that it can awaken social-aesthetic consciousness both in the writer and in the reader. Literary criticism should be able to guide the writer to create, and the reader to love art. The main aspects that instill in criticism a principled, scientific approach, expanding the scope of its influence on literature and increasing its effectiveness, are that criticism should not "follow" the writer, "consider its work completed by the story of the brief content of a work of art, determine the ideological and aesthetic value of a particular literary work, its position in the writer's work, its role and significance in the overall literary process, to use new, specific opportunities provided by literary material, he must conduct a conversation at a high level with the reader about himself. In this way, criticism can fulfill the task of serving not only the writer, but also the literary and social opinion as a whole, especially the wide mass of readers" (*Nabiyev 1976:7*).

Noting that critical thought always differs from other areas of artistic thought by its specific complexity and difficulty, Yashar Garayev rightly pointed out that “the influence of the critical opinion is determined by the depth of the critic's view on the essence of life and social reality, and the extent to which this depth can form a high degree of harmony with the indicators of depth in pure artistic works and poetic observations” (*Garayev, 1976:114*).

The history and experience of literary criticism shows that usually writers do not like criticism, they even fight against it. For example, Russian writer A.P. Chekhov, American writer E. Hemingway did not read articles about themselves. French writer and theorist J. Renor “Who is a critic?” “A soldier who opened fire on his own company” answered the question. Such an attitude creates an atmosphere of characteristic uncriticism in the literary process, which hinders the historical development of literature.

In the contemporary literary environment, the main reason for the reader's skepticism about the relationship between writer, poet and critic is that the critic often leaves aside the literary text and speaks at length about the author's human values and personality traits. The most painful point is that the critic is often unaware of the work he is trying to define, he just writes words for the sake of words. That's why literary criticism, moving away from scientific foundations, avoiding analysis and literary evaluation, and often contenting itself with general, appreciative considerations, causes disappointment in the reader. The reader knows in advance why such a critic talks about such a writer or work with special enthusiasm, for what reason he positively evaluates works that are not accepted by the literary community.

It should not be forgotten that fiction is the main factor that shapes the reader's taste. At a time when tastes are changing, almost changing their aesthetic direction day by day, of course, the ability to convey fiction to the reader in the desired direction is the art work, the main goal of literary criticism.

It is a true conclusion that there are three important parties in the literary process; “Writer, critic and reader. The interaction of these three parties is one of the factors that determine the value of the literary process” (*Yusifoglu, 2004:172*).

The great Russian critic V. G. Belinsky called literature without readers a very strange literature. He always focused on the problem of readership as a factor. He wrote that literature cannot live without a reader, and a reader cannot live without literature: “This is an indisputable fact, like the truth confirming that two times two is four.” (*Belinsky, 1961:29*)

For the reader, engaging in reading is a more social and important activity. According to the opinion of Professor Rafik Yusifoglu, who investigated this aspect of the issue with special precision and expressed his opinion, reading is a source of high moral pleasure and lively fascination. “Despite the excessive number of people who make up the readership, the readership itself is a kind of unified, unique, historically developing, living personality with a certain direction, which approaches things in life with a certain taste and view. Therefore, the readership does not look at literature as a random, foreign thing that fills a certain amount of books and magazines, it sees itself in it, considers it its flesh and blood. If there is a readership here, there the writers express the vital content born from their worldview, the popular content. The mass of readers, expressing their fascination or dissatisfaction with literature, shows how this or that writer was able to achieve this high goal in his work. Wherever there is a readership, there is a public opinion that manifests itself in a certain way.” (*Belinsky, 1961:30*)

Brazilian writer Jorji Amadudan highly appreciated the role of creative personality and artist in the literary process, stressing that fiction plays an extremely important role in the education of people, noting that if popular music works have a life of several years, a good example of fiction lives for centuries, becoming the reader's friend, advisor and ideal of life.

In all cases, the results of the creative process, its value are assessed not by the author, but by the reader (*Rulfo, 1982:245*).

A reader with special training who is able to draw conclusions does not, of course, consider his work finished by evaluating any work; as he reads the literary work that lies in his heart, touches his heart, and gives wings to his ideals of life, he finds answers to the questions he has been searching for throughout his life, enriches his knowledge, level, and intellect, and significant changes occur in his worldview. The fact that the reader has a certain artistic and aesthetic taste plays an indispensable role in the deeper understanding of the problems raised in the work. Despite having different aesthetic thinking and sensibility, the contingent of readers should feel the throbbing pulse of the awakening and educational nature of fiction in their hearts and souls. A real writer should not descend to the level of a tasteless, primitive reader for the sake of cheap fame and popularity, but should definitely work with special professionalism to enrich the reader's intelligence with their high level. This process is the basis of the cognitive-educational importance of literature, and every writer must first of all be able to stand with the strength of his artistic genius in the presence of the judge, who is called the reader, with sincerity, which is called an angel of kindness.

The fact that a good writer, a true artist, is a reader is one of the main aspects in the literary process. Because the writer and poet who does not read and cannot be a good reader remains unaware of the literary treasure created by his people, examples of world literature. Thus, his literary development and maturity begins to lag behind the dimensions of world literature, becomes exhausted and simply closes in on himself. In his time, Abul Ula Ganjavi, who was the chief poet in the Ganja palace, highly appreciated the literary genius of the great poet Khagani Shirvani and invited him to the palace because he was well acquainted with Khagani's work, read it, valued his literary genius and could give a real value to this genius. Balzac, one of the great artists of world literature, wrote that every time I read Fenimer Cooper, I want to scream in admiration. The genius writer Dostoevsky wrote to his wife Anna Grigoryevna: "Anna, I thank my fate that I ended up in the hospital for debtors, and here I had time to re-read Victor Hugo's novel *Les Misérables*." This shows that the mentioned people are not only great artists, but also real readers, well acquainted with examples of world literature. People's writer Mevlud Suleymanli's story "Mill", which emerged as one of the interesting and original examples of Azerbaijani literature in the 80s of the last century, was met with strong criticism by many literary "generals". However, many prominent artists such as Anvar Mammadkhanli, Rasul Rza, Ilyas Efendiyev stood up for this work, expressed their irrevocable position that the author's high talent and the "Mill" narrative is a successful work. At that time, Heydar Aliyev, the great leader and great patron of our literature, got acquainted with this work and justified the author. All these cases were due to the fact that both the great leader Heydar Aliyev and the mighty masters of words Anvar Mammadkhanli and Rasul Rza had a high reading and high sensory ability. If, in those years, the national leader Heydar Aliyev estimated Anar's "summer days of the City", M.Suleymanli's "Mill" works like a group of pen-dwellers who were tasteless, purposeful and insidious, we would probably lose the opportunity to get acquainted with many valuable works today. For in these works, they supported, expressed their attitude to the fateful issues, problems and development of our people, at least they gave a special impetus to the historization of the lived life.

Philosopher M. Jung, who was able to convincingly reveal the psychological foundations of the reader's problem, emphasized as a result of his deep observations and conclusions that the reader cannot go beyond the boundaries of the author's idea required by the spirit of his time, he moves within the limits of modern consciousness, and at a certain stage of the systematic

reading habit, the reader's consciousness he enters a new stage in his development, in this stage he discovers new merits of a familiar work, which he reads again and again, looks at the merits reflected in the literary work from a clearer position, perceives it in terms of new values and gives its true value. It is at this stage that the reader should look and see that just as these current conclusions have led him astray, so the critic has abused his position as a reader, who has not yet hardened, and led him astray by criticizing what is not good or inculcating what is good. The reader should always feel that the critic is right, that he is saying the right thing, and should believe in the moderation of his opinions. In all cases, the critic's opinion should remain a criterion, a measure of value for the reader. When the reader feels that the critic is rightly wrong (and prejudiced) against the work, the writing, the critic's position turns into an old, useless wheel thrown into the swamp.

4. Conclusion

The article gives a theoretical explanation of the concept of the literary process, its structure is determined. It is shown that the personality of the writer plays a decisive role in the literary process. In the plane of the artistic work, three personalities face each other – the writer, the critic, the reader, These are the main creators of the literary process. Criticism organizes and moves the literary process. His role in the literary process depends on his theoretical level, on his ability to maneuver boldly, on the authority of the critic's personality, on his methodology and on how well he is familiar with artistic wealth.

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INTERCULTURAL COMPETENCE AS WELL AS ACCULTURATIVE STRESS AND SHOCK IN PSMU INTERNATIONAL APPLICANTS

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Summary

The article is devoted to the actual multi-disciplinary problems of intercultural competence, cross-cultural adaptation forming and development in the higher education foreign applicants. The present time is accompanied by vast exchange of the foreign students on one hand and multiple factors affecting their proper adjustment on the other hand in part remote education, stresses, war situation and various diseases of dys-adaptation. It increases the topic studied actuality. The scientists from many countries paid and pay much attention to search the way and mechanisms of the International students' proper cross-cultural adaptation. Intercultural competence forming and development starts from family. Studying in the educational establishments, cultural peculiarities of the countries the applicants are from, the students' upbringing and habits in part impact on this competence while it influence on cross-cultural adjustment and its formation is hardened significantly at acculturative stress and shock in the foreign students. We determined acculturative stress and even shock features in our educational establishment foreign students; intercultural competence degree was fluctuated from low to moderate; we analyzed the described competence indices told by the students and proposed our own ways to improve the foreign applicants' cross-cultural adaptation, intercultural competence as well as to prevent acculturative stress and shock development in them.

Key words: cross-cultural adaptation, acculturation, Pedagogy, Ethnopsychology, foreign students.

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1. Introduction

1.1. Foreign applicants adaptation types

Acculturation theory of J.W. Berry (Berry, J.W., 2005) has a universal character and is used in different countries for various groups of people when individuals and groups of different backgrounds meet (Sam, D.L., Berry, J.W., 2010); this theory was developed and added (Ward C., Kus L., 2012). International students represent vulnerable student population (Sherry et al., 2010) because of essentiality to acquire and develop natural, social (in part psychological, cultural, cross-cultural or trans-cultural, academic) adaptation while their studying abroad. They say and write about dynamics process among the foreign students in multi-ethnic environment which itself is seen as the psychological and pedagogical research' object (Akhtariyeva R. et

al., 2019; Kutbiddinova R.A., Eromasova, A.A., 2009). Modern life is characterized by the International students' vast mobility that creates an essentiality to provide the conditions for the applicants' multi-faceted adaptation by the educational establishments' every link beginning from the hostel's staff, librarians and ending with dean-office staff, vice-rectors and rectors. The tutors in the foreign academic groups as well as the curators take an important position in this row. Cross-cultural adaptation places rather important position the foreign applicants face in another country while receiving their education abroad (Bierwiazzonek K., Waldzus, S., 2016).

1.2. Intercultural competence and main contributive factors

There are researches about intercultural competence (Jackson J., 2015) development and influencing factors with peculiarities in various countries (Raina, R., 2013), in different educational establishments but with common features such as impact of the foreigners' upbringing, education at school or college, customs and traditions in their families, native cities, countries; managing the languages of teaching by the tutors, the curators' attitudes to their duties, psychologists' activity in the educational establishment, interrelations between additional services staff (hostel, library in part) and the International students which is also in dependence on its managing the foreign languages. Becoming interculturally competent represents important task both for the education applicants and for the teachers (Holguin, B.R., 2013), the establishment administration.

There are the methodics and approaches to the intercultural competence assessment in various countries and even in separate educational establishments with intercultural exchange performance, for example, of International Students at Kocaeli University, while mentioning about intercultural students intercultural competence level (Guncavdi, G., Polat, S., 2016).

Creating models of intercultural competence in practice (Reid, E., 2013) represents important part of any educational establishment activity working in any country with the International students. Inter-cultural exchange represents very helpful mean in it (Lin J.-H. et al., 2012: 20): between the foreigners in one educational establishment, in some or many educational establishments of one profile, close or even far profiles, while making the conferences and on-line; between the students and the tutors, administration different levels representatives; between the chairs in one, some or many educational establishments in one city, separate cities in one country or cities in different countries; between whole educational establishments in one, some or many countries off-line or on-line; curators and psychologists must be very active in such inter-cultural experience sharing. There exist the terms "intercultural experiences" (Gu, Q. et al., 2010) and "acculturation experiences" in the foreign students (Smith, R.A., Khawaja, N.G., 2011). This experience is contributive to intercultural competence forming and development doubtly.

1.3. Acculturation stress and shock

Foreign applicants intercultural transitions while receiving their higher education abroad are paid separate significant attention (Ecochard, S., Fotheringham, J., 2017) by the specialists from the Science different branches and are accompanied by individual adaptation, transformation, engagement as the positive moments (Volet, C., Jones, C., 2012) as well as acculturative stress (Crockett L.J. et al., 2007) and even shock as the negative ones.

1.4. Social support and intercultural friendship

Social support and intercultural friendship (Kudo, K., Simkin, K.A., 2003) are important for diminishing if not liquidating the acculturative stress and shock in the higher education foreign applicants. Social support is realized in different countries, in the various ethnic groups

for example in Latinos in California (*Finch, B.K., Wega, W.A., 2003*) and is too much important to prevent and to cease mentioned acculturative stress and shock as well as to predict the foreigners' social adjustment (*Baba, Y., Hosoda, M., 2014*)

2. The research novelty:

these research were not performed in our educational establishment.

3. The research aim:

to determine intercultural competence indices and effectiveness as well as acculturation stress and shock presence in PSMU International students.

4. The research tasks:

1) to determine intercultural competence indices and effectiveness in the PSMU International students;

2) to establish as acculturation stress and shock presence in these International students of our educational establishment.

5. The research methods:

We used survey as the only research method.

6. The research results:

As the research' results demonstrated, many students had the features of cultural stress and even cultural (cross-cultural) shock namely: headache, problems with appetite, weight fluctuations, problems with mood, non-desire to study, desire to change the educational establishment, hardened contacts with counterparts and stuff, feeling of loneliness.

The applicants mentioned following indices of intercultural competence:

- feeling of being lonely,
- desire to study in our educational establishment,
- having many friends among the students from their native country,
- having friends among Ukrainian students,
- warm relations like to the Tutor-Friend, Advisor, Helper but not Controller to some teachers who they can trust to and who they can address to when necessary and receive a help or advice.

We assess the International students' intercultural competence as the moderate or low; the students of medical groups had non-valuably bigger intercultural competence than the dental ones on the base of academic adaptation assessment.

7. Conclusions:

- 1) Acculturation stress and even shock features presence in the International students.
- 2) Moderate or even low intercultural competence in the students with dys-adjustment expressions such as acculturative stress and shock.
- 3) Essentiality to activate sharing the intercultural experience, curator's and psychologists' work; to insist on psychological preparing of the tutors teaching in the foreign academic groups; to increase the teachers' choice in such academic groups concerning to English managing; to provide the foreign applicants with well-adapted manuals, methodical instructions, multimedia presentations; to increase the tutor's level of the academic disciplines they teach.

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THE ESSENCE OF THE CONCEPT OF INFORMATION COMPETENCE OF FUTURE PRIMARY SCHOOL TEACHERS IN PEDAGOGICAL RESEARCH

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Summary

The article examines the study of the concept of "information competence", within the scope of the study we consider it appropriate to consider the definitions of "competence" and "competence", as well as the essence of the original concept of "information". In view of this, first of all, it is necessary to analyze the concepts of "competence", "competence", from which this term originates, as well as distinguish the definitions that are most often used by modern researchers, namely: "information competence", "information literacy", "information culture", etc., and then taking into account the newly emerging requirements for the professional training of educators in this field. The National Educational Glossary states that "the concept of competence / competences should be distinguished from competence / competences as the acquired realization abilities of a person" (Lunyachek, 2018: 50). The analysis of the concepts "competence" and "competence" indicates all their complexity and multifacetedness, therefore we consider it appropriate to conduct an analysis of both concepts.

Key words: information, information competence, competence, competence, information literacy, future primary school teacher.

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1. Introduction

Particular attention should be paid to the definition of competence specified in the Draft of the new Basic Law of Ukraine "On Education", Article 1, according to which "Competence is a dynamic combination of knowledge, ways of thinking, views, values, skills, abilities, and other personal qualities that determine the ability of a person successfully conduct professional and/or further educational activities" (*Pro osvitu, 2018*). A similar interpretation is given in the Concept of the New Ukrainian School.

2. Literature review

Scientific searches in English-language sources provide additional reasons to testify that both terms "competence" and "competence" in English are denoted by the common term "competence" and "competent", so quite often, when incorrectly translated by fellow scientists, both terms are equated and the essence of the concept is lost. The study of various aspects of the concepts of "competent", "competence" of a specialist attracts the attention of modern foreign scientists (R. White, E. Stringfellow, J. Raven, D. McClelland, L. Holmes). All of them offer their own interpretations. Some researchers define "competence" in education and psychology as the subject's ability to make logical decisions under ideal conditions,

that is, competence in making judgments is derived from a hidden state with the help of external factors (R. White, E. Stringfellow, J. Raven, L. Holmes); and some – as individual and organizational characteristics, which, in turn, are closely related to effective behavior or work (D. McClelland).

Agree with J. Raven, who gives a detailed definition of competence and understands it as "a complex of knowledge, abilities and skills that are revealed in personally significant activity for the subject" (Raven, 2005: 25). We consider the interpretation of the concept of "competence" by V. Lunyachek to be apt, who defines it as the ability to effectively conduct activities, perform tasks or work in a qualified manner. The researcher emphasizes that the formation of competence is carried out by the method of acquiring in the process of learning the sum of competences, which are a combination of characteristics and allow to ensure the performance of professional duties at a high level (Lunyachek, 2016: 33).

3. Research results and discussion

On the basis of the analyzed approaches to the definition of these concepts, it can be stated that the essence of the definition of competence is revealed by many researchers to a greater extent through the concepts of "knowledge", "skill", and the concept of competence is usually equated with the concepts of "level of professional skill", "level of training" and is used in a broader sense. The analysis of the definitions of "competence" and "competence" showed that in the context of the study it is more appropriate to use the term "competence".

It is quite clear that the term "information" is the basis for the term "information competence", information and communication technologies (from the Latin word *informatio*, translated as "summarization, clarification, familiarization"). The origins of this concept can be found in the writings of ancient philosophers, and gradually it began to be thoroughly studied in the sciences of cybernetics and computer science. Today, this concept is common both for technical and humanitarian sciences.

In view of the above, it becomes clear that the combination of the definitions of "information" and "competence" in science did not happen by chance, but in the process of a thorough problem-based search by many domestic and foreign scientists, precisely as a result of which the new concept of "information competence" was formed.

In order to gain a deeper understanding of the essence of the process of formation of information competence, it is necessary, in our opinion, to consider and, if necessary, distinguish the definitions that are most often used by modern researchers, namely: "information literacy", "information culture".

The informational culture of the individual is one of the components of the general human culture. This is a system of knowledge and skills that allow satisfying individual information needs through the use of both traditional and new information technologies. It is understood as an important factor of a person's professional activity, as well as the social security of an individual in the information society.

The term "information literacy" is defined as a set of competencies necessary for obtaining, understanding, evaluating, adapting, generating, storing and presenting information used for the purpose of analyzing problems and making decisions (Petuhova & Baloha, 2016: 60).

According to T. Pankova, the main difference between literacy and competence is that a literate person has knowledge, and a competent person can (willingly) use this knowledge in solving practical tasks (Pankova, 2013: 200).

Drawing a distinction between literacy and competence in behavioral characteristics, it can be argued that a literate person knows and understands, for example, how to behave in a certain situation, while a competent person can really and effectively use knowledge to solve certain problems.

For the first time, the concept of "information literacy" was introduced in 1977 in the USA and was used in the national program of higher education reform. According to American educational standards, an information literate student is able to find relevant information, determine its accuracy, distinguish between facts and opinions, and discard irrelevant information.

Scientist A. Goryachev significantly expands the framework of "information literacy" and proposes to include the following skills in this concept, bringing it closer to "information competence": to determine possible sources of information, the strategy of its search and acquisition; analyze the received information, using various schemes, tables, etc. to record the results. Evaluate information from the point of view of its reliability, accuracy, sufficiency for solving the problem (task); feel the need for additional information, receive it if possible; to build up one's own bank of knowledge at the expense of personally significant information necessary for one's activities in various areas; use modern technologies when working with information; work with information individually and in a group (*Goryachev, 2018: 67*).

All this gives reason to assert that the concept of information competence arose in connection with the rapid development of ICT and its "end-to-end" penetration into all aspects of society.

The results of one of the first studies of information competence are presented in the report of the Department of Information Literacy of the California State University "Information Competence at a California State University" for 2001.

According to the results of this study, information competence is defined as the ability to determine information requirements for a research question for formulating an information search strategy; the ability to determine the forms of presentation of the necessary information; the ability to organize information in the most favorable way for analysis, synthesis and understanding; to be aware of ethical, legal and political problems of using information resources.

American Association of Libraries of Educational and Scientific Institutions (The Association of College and Research Libraries) defines information competence as "a complex of abilities needed by an individual to determine the need for information, the ability to find, evaluate and effectively use the necessary information". In turn, according to scientists from Palomar College, information competence includes: understanding the need to obtain information, knowing how to find the necessary information, the ability to select quality sources and the selection of relevant information, the ability to analyze and synthesize information, the ability to use and transmit information.

Ya. Karlinska, researching the problems of professional pedagogical education, analyzes and agrees with Kathleen Dune's opinion that information competence is a set of competences related to the search and analysis of information in traditional printed form, the level of computer competence, competence of critical perception and analysis, communicative competence, media competence (as the ability to work with various forms of information presentation) (*Karlinska, 2011: 310*).

It is quite clear that in the context of the raised problem regarding the study of various aspects of the information competence of future specialists, including primary education, it should be noted that the number of publications on this issue increases significantly every

year, which indicates a growing tendency to accumulate information, and also about the inexhaustibility and relevance of the studied concept.

The concept of "information competence" is quite broad and is ambiguously defined at the current stage of the development of pedagogy. In the process of scientific research, two main approaches to the definition of information competence have been identified. The first of them is based only on the use of technological computer tools in the process of working with information. The second, in turn, interprets information competence as an integrative quality of the individual, which is the result of reflecting the processes of selection, assimilation, processing, transformation and generation of information into a special type of subject-specific knowledge, which allows to produce, make, forecast and implement optimal decisions in various spheres of activity with the possible use of technological means.

The analysis of the structure of IR gives grounds for asserting that scientists have different approaches to determining its components (or in some studies – components).

Based on the analysis of scientific publications and conducted research, it can be concluded that a modern specialist should not only be knowledgeable about modern ICT, but also be able to use it effectively in professional and pedagogical activities. Training and retraining of specialists in the field of ICT should contribute to the achievement of this goal. Therefore, pedagogical institutions of higher education should not be limited to the formation of only information literacy, but also consider the education of students in the plane of their integration - the formation of information competence.

The generalization of theoretical provisions made it possible to reveal the essence of the concept of "**information competence of the future primary school teacher**" as a systemic quality of the individual, which reflects his theoretical and practical ability to use ICT in the process of implementing training methods for students of the first level of comprehensive general secondary education, self-educational activities.

According to our belief, it is the informational competence of the future primary school teacher that determines his further professional skill.

Therefore, the information competence of a primary school teacher is one of the most important indicators of the success of his activity and at the same time is a necessary condition for further increasing the level of his professional competence; manifests itself in the teacher's methodical activity as one of the types of professional pedagogical activity; expresses the unity of theoretical and practical readiness of a specialist for further professional activity in the conditions of informatization of education; is based on a combination of psychological and pedagogical, methodical and subject knowledge, abilities, skills, experience, motivation and personal qualities of the student, necessary in further professional activity.

It follows from the above that the concept of information competence implies the ability to select, analyze, process and transmit information, as well as the ability to use computer technologies for the processes of working with information. In this aspect, the opinion of T. Pryshchepa is important that IC consists of two groups of information skills. These are the basic skills of working with information and the skills of using information technologies when working with information. According to the researcher, the basic skills of working with information include its collection, analysis and processing for further use:

- the ability to realize the need for information;
- the ability to identify lost information and restore it (to understand that there are various sources of information; to be able to choose from a large number of resources only those that allow solving a specific problem; to know how to access the necessary information);

- the ability to develop information search strategies (clearly formulate a request for the necessary information; develop systematic search methods; understand the principles of creating knowledge bases and working with them);
- the ability to select information (use various search techniques; use communication and information technologies; work with bibliographic services, archives, databases; be aware of the latest technologies and be able to apply them);
- the ability to compare and evaluate information (understand that information can be subjective; review scientific publications; assess the reliability of information; be able to work with several sources at the same time);
- the ability to systematize, process, and reproduce information (choose the appropriate way of working with information in a specific situation; compile your own knowledge system for the convenience of further work; use already available information to solve tasks; reproduce information using various means; be aware of the existence of copyright issues);
- the ability to synthesize existing information, creating new knowledge based on it.
- In turn, skills related to the use of information technologies include:
 - carrying out an information search on the Internet (ability to use search engines, correctly compose a search request; know Internet portals related to professional activity; be able to find the necessary information with the help of Internet directories);
 - establishing communication using the following Internet technologies: e-mail; chat; forums;
 - use of standard software that allows: processing text, tabular, graphic documents; create presentations; use the Internet; view and listen to video/audio recordings;
 - use of technical devices, such as: computer, office equipment, digital/cassette recorder, video camera, projector (*Snigur, 2007: 21*).

It can be argued that the formation of basic skills of working with information in unity with the skills of using information technologies while working with information will allow future primary school teachers in their further professional activities to qualitatively create new information products-information models: plans, analytical reports summarizing work experience, projects, developments, etc., both in electronic and non-electronic form.

4. Conclusions

Thus, in the course of the research, it was found that the modern informatized and high-tech society needs a competitive specialist, who is not only a well-rounded person, but also a competent specialist, able to quickly adapt to educational innovations, able to effectively solve professional tasks with the help of means of information technology, as well as capable of independent retraining and improvement of their own training (*Drokina, 2016: 74*).

Therefore, in the modern conditions of education development, considerable attention should be paid to the theoretical and experimental substantiation of the organization of professional and pedagogical training of the future primary school teacher in a pedagogical institution of higher education, without fail taking into account the specifics of the transformation of the teacher's professional activity in the conditions of educational renewal.

The conducted analysis of the works of scientists on the research problem gives grounds for asserting that a significant role in the composition of professional competence is played by informational competence, which determines the practical activity of a specialist and affects the effectiveness of the educational process.

Revealing the definition of the concept of "information competence of the future primary school teacher", substantiating its essence provides an opportunity to determine the main methodological approaches to the formation of information competence of future primary school teachers, to determine the structural components of the information competence of future primary school teachers, and, on this basis, to substantiate the structural and functional the model of its formation in the process of professional training.

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INNOVATION, WORK, SOCIETY

FACTORS THAT INFLUENCE PUBLIC MARKETING:
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Summary

In the world the study and application of public marketing in the government began to be addressed in the late 1990s. And only in the early 2000s, books on public marketing began to be published. Taking into account the positive experience of using public marketing tools by developed countries, there is a need for a thorough study of public marketing in countries that have not yet achieved high economic development. For example, in those countries until recently, there were no scientific works on the topic of identifying, researching and analyzing factors that influence the implementation of public marketing. In Ukraine only in 2021 O. Ugodnikova published scientific article on this topic. So, the study of public marketing itself is a fairly new phenomenon, particularly in Ukraine.

The aim of this paper is to determine the factors affecting the successful use of public marketing and to conduct a cluster analysis of countries by the level of success in the use of public marketing.

The following methods were applied in this paper: analysis, comparison, classification and generalization approaches.

Key words: public marketing, factors, government, cluster analysis, public administration.

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1. Introduction

The governments of European countries actively apply in public administration those concepts and tools that are used by business entities in the market environment. Public marketing is one of those concepts. It is clear that in order to use the tools and mechanisms of public marketing in practice, it is necessary to interpret the concept of "public marketing", to determine the factors which are influencing the successful use of this type of marketing, etc. The study and application of public marketing in the government began to be addressed in the late 1990s. In the beginning, scientific articles by such authors as Ph. Kotler, J. Madill, K. Walsh, P. Butler and N. Collins appeared on the topic of public marketing. And only in the early 2000s, books on public marketing began to be published. So, books on the topic of public marketing were published by scientists such as S. Hohn, T. Proctor and others. In Ukraine, in the theoretical dimension, the term "public marketing" is rarely used and insufficiently developed among domestic scientists. Ukrainian scientists who did a significant

contribution to the study of the concept of "public marketing" are: K. Romanenko, E. Romat, A.O. Havrish-Musafir, I.A. Gridzhuk and V. Shatun (*Podolchak, Bilyk, Khanyk, 2020*). However, until recently, there were no scientific works on the topic of identifying, researching and analyzing factors that influence the implementation of public marketing. In Ukraine only in 2021 O. Uhodnikova published scientific article "Implementation of public marketing mechanisms: external and internal factors of influence" (*Uhodnikova, 2021*). That is, the study of public marketing itself is a fairly new phenomenon, particularly in Ukraine. However, taking into account the positive experience of using public marketing tools by developed countries, there is a need for a thorough study of public marketing in countries that have not yet achieved high economic development.

The aim of this research is to study the factors affecting the successful use of public marketing.

The following methods were applied in the study: analysis, comparison, classification and generalization approaches.

2. Isolation of factors affecting the successful conduct of public marketing

The marketing environment of any organization is a set of entities, conditions and forces capable of influencing its marketing activities. The marketing environment itself carries both opportunities and threats for a certain organization (*Senyshyn, 2020:109*).

Properly conducted marketing research and available current marketing information allow organizations to take advantage of opportunities that arise and prevent negative consequences.

Traditionally, considering the marketing environment of organizations, the external and internal environment of marketing (macro- and micro-environment) are distinguished in the scientific literature (*Petrunia, 2016:38*).

The macro environment of marketing includes a number of uncontrolled and difficult to control external factors that affect the activities of commercial organizations or enterprises. Thus, uncontrollable factors include, for example, demographic, cultural, and natural factors, and difficult-to-controllable include relationships between enterprises or organizations with suppliers, intermediaries, customers, and competitors.

The microenvironment in marketing includes a number of controlled internal factors that affect the activities of commercial organizations or enterprises. Such internal factors can be, for example, the qualifications of personnel, the competence of management, the very image of enterprises or organizations, etc. (*Starostina, 2018:6*).

It is almost impossible for the public authorities to influence the factors of the macro environment of public marketing. For public marketing to be successful, public authorities must find ways to adapt to the conditions of the macro environment, minimizing the negative factors of the micro environment.

Thus, based on the analysis of scientific literature, it is advisable to classify the factors affecting the successful implementation of public marketing into 3 groups: completely uncontrolled, difficult to be controlled and controlled.

The factors which are affecting successfully conduct of public marketing are illustrated in Figure 1.

Completely uncontrollable factors affecting the successful implementation of public marketing include: geographical position of the country, strengthening of globalization processes, demographic factors and international political events.

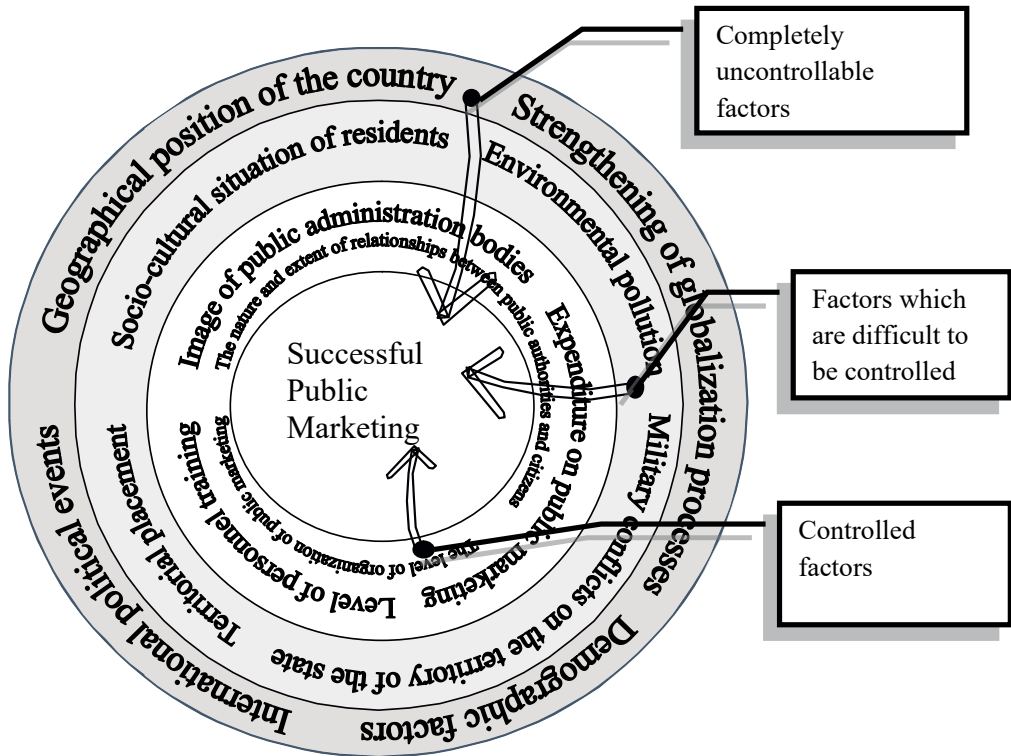


Fig. 1. The factors affecting successful conduct of public marketing

The factor "geographical position of the country" means the availability or shortage of raw materials or resources necessary to meet the needs of citizens. Reducing the impact of this factor is possible only through the development and offering an alternative of the scarce resource or raw materials for citizens, or the supply of this resource from other countries, if it is possible.

The factor "intensification of globalization processes" means the dependence of one country on other countries, and thus leads to the impossibility of fully meeting the needs of citizens within their own country.

The set of demographic factors includes the number, age, ratio of sexes, races, employment of the population, etc. Actually, the influence of this factor will be manifested in the fact that different population groups by age, gender, race, etc. will have different needs. The effectiveness of using public marketing communication tools will also vary. After all, for example, young people more actively use the Internet and social networks, so using of micro-targeting advertising for this population group will be more successful than, for example, spreading messages in the press. On the other hand, advertising campaigns on television, radio and the press will be more effective for older people.

International political events mean a change in political decisions in countries that, for example, export certain raw materials. This also includes exchange rate changes, etc. That is, these are all factors that make it difficult for countries to cooperate with each other.

Factors which are difficult to be controlled include: socio-cultural situation of residents, environmental pollution, military conflicts on the territory of the state, territorial placement.

The socio-cultural environment of the district, city, region, state refers to society within the state, which is represented by different groups of people with different cultural, religious, and traditional characteristics. All this must also be taken into account when conducting public marketing.

It is difficult to control environmental pollution in the state, but it is possible. For this, it is necessary not only to carry out campaign work among the population regarding the importance of preserving the cleanliness of the environment, but also to create suitable conditions for this. The increase in pollution also makes it impossible to meet the basic needs of the population.

The factor of military conflicts on the territory of the state is extremely negative, because state development in various areas becomes impossible, as well as the implementation of successful public marketing. Then, all the resources of the state are mainly directed only to overcoming the military conflict.

It is important to take into account the territorial distribution of the population when carrying out public marketing of territories within the state. So, if the level of urbanization in the country is extremely high, then it is advisable to direct all the forces of public marketing of territories to create campaigns for the return of the population to rural areas.

The controlled factors include: image of public administration bodies, expenditure on public marketing, level of personnel training, the nature and extent of relationships between public authorities and citizens, the level of organization of public marketing (structure). Public administration subjects have the greatest influence on this group of factors.

Well-established relationships between local self-government bodies, state authorities and citizens; properly organized structure of public marketing; a positive image of public administration bodies and a high level of personnel training with moderate expenditures on public marketing activities in the country's public administration contribute to the formation of citizens' trust in public authorities. In turn, as the use of public marketing tools can influence citizens' trust in the authorities, so the success of public marketing campaigns depends on the general level of trust in the public authorities in the country.

In general, in our time there is an active development of trust marketing, which is designed to form long-term relationships between customers and commercial enterprises, providing the latter with noticeable competitive advantages in the consumer market. Awareness of the importance of the trust factor in the commercial sector and maintaining it at a high level allows enterprises to increase their own profit. If a person trusts a company, he is more likely to purchase a product from him than from someone whom he does not trust at all. Citizens' trust in public authorities is equally important. It appears as a kind of advance in relations with regard to future activities.

3. Presentation of the factors using international indexes

The end result of public marketing is to increase the level of happiness of citizens in a certain country. It can also be assumed that the more successful public marketing is in a country, the happier the population is. The level of satisfaction with life, and therefore the level of happiness among citizens, is determined by the World Happiness Index, which is calculated annually by the UN.

Through the review and theoretical analysis of various international indices, as well as the indicators on which their calculation is based, 9 indices and sub-indices were selected. These indices have the greatest impact on the successful conduct of public marketing.

These factors are: government functioning, political participation, political culture, civil liberties, E-government, open government, lack of corruption, law enforcement, level of innovation.

The calculation of the international democracy index is based on such categories of indicators as: electoral process, government functioning, political participation, democratic political culture and civil liberties.

The "electoral process" indicator includes an analysis of the freedom, publicity and security of elections in different countries, etc. This indicator is not significantly related to public marketing, so it will not count among the factors affecting the environment of public marketing.

Analyzing the transparency of the government's functioning with sufficient public access to information, analyzing the public's trust in the authorities and studying how the public can influence the public authorities are included in the "government's functioning" indicator. It is clear that public trust in public authorities affects the successful implementation of public marketing. The openness and transparency of the functioning of the government are no less important, because this not only increases public trust in the authorities, but also indicates the level of democracy in the country. Therefore, the "functioning of the government" indicator is one of the factors which affecting the public marketing environment.

The indicator "political participation" is understood as a study of the level of involvement of citizens in the management of state affairs. The best way to meet the needs of citizens or solve their problems is to create conditions under which citizens themselves will be able to solve these problems or satisfy their needs. Actually, public marketing discovers, singles out a certain need or problem, and then public authorities try to present their solutions in this regard. However, this does not always bring a positive, expected result, because, for example, due to a lack of communication between the public and public authorities, public authorities can solve problems or satisfy needs, but not in a way that citizens would be most satisfied with. Thus, if citizens are involved in the management of public affairs, this will lead to successful public marketing rather than if citizens do not participate in the management of public affairs at all. So, this factor significantly affects the environment of public marketing.

Indicator "democratic political culture" describes the level of support for a democratic political regime among citizens; determination of the share of those persons in the country who believe that democracy contributes to achieving better economic results, etc. Just as the way to the success of public marketing is not only taking into account the opinion of citizens, but also directly involving citizens in solving and satisfying their own needs and problems, then this should be achieved as fully as possible under a democratic political regime. After all, in a democracy, the people are considered the only source of power in the state. Therefore, it is so important that citizens understand the importance of the functioning of such a political regime as democracy.

The development of electronic government makes it possible to increase the efficiency and transparency of public power, to establish public control over it. The most necessary condition for the transition to e-governance is an increase in information about activities in various spheres of public authority. That is, here we can talk about improving communication links between citizens and public authorities, which is very important in the implementation of public marketing. The e-Government Development Index (EGDI), which is calculated annually by the international organization of the United Nations, consists of three sub-indices: the index of online services, the index of telecommunications and the index of human capital. That is,

this index, in addition to the level of development of government online services, also takes into account the availability of broadband Internet access in the country and the literacy of the population in the field of ICT use. The development of e-government in various countries of the world was also classified as one of the factors capable of significantly influencing the success of public marketing.

The Rule of Law Index is also based on the calculation of a number of indicators (sub-indices). Among them, those most relevant to the impact on the environment of public marketing were chosen, namely: lack of corruption, transparency of government institutions and law enforcement.

It is clear that the presence of corruption in the government helps to satisfy the problems and needs of only a certain group of people. Thus, the government is influenced by individuals involved in corruption schemes, and the opinion of the rest of the population is not taken into account. The absence of corruption directly affects the implementation of public marketing.

The "transparency of government institutions" indicator assesses the quality and accessibility of published government information for the public. This sub-index also takes into account whether the government publishes information about its own activities at all. The importance of communication between the government and citizens during public marketing has already been mentioned previously.

The "enforcement" sub-index determines the level of fair, effective implementation and enforcement of normative acts. This factor also significantly affects the environment of public marketing. For example, normative acts can regulate the procedure for government consultations with the public or the procedure for providing government information at the request of citizens, etc. Another example here can be a normative act, which specifies the criteria for the activity of social service providers (including state ownership). That is, the adoption and implementation of some regulatory acts increases the success of public marketing.

Innovative activity in the country also affects public marketing. For example, such technical innovations as the emergence of mobile devices, computers and spread of the Internet affect the public marketing strategy, in particular, by changing the channels of promotion of public products. If once a certain public marketing decision was effectively communicated to citizens with the help of the press, then with the emergence and spread of the Internet, communication with citizens in social networks, through micro-targeting, contextual advertising, etc., are more effective. By applying innovations in the field of technology, public entities of marketing activity can deliver certain decisions to citizens faster and more accurately. It is also clear that innovations themselves are designed to improve the lives of the population. Therefore, The Global Innovation Index is also one of those capable of influencing the public marketing environment.

4. Cluster analysis of countries by the level of success in the use of public marketing

A cluster analysis was conducted using the SPSS software. At the beginning of the cluster analysis, was determined the continental region of each country and their GDP. To assign a country to a certain continental region, the List of World Country Codes for statistical purposes was used. And, for a better visualization of future results, the countries were divided into 7 groups by GDP (tab.1).

Table 1

Classification countries by GDP

The Volume of GDP	Countries included in the group	Number of countries in the group
> \$20 trillion	USA	1
from \$10 trillion to \$20 trillion	China	1
from \$5 trillion to \$10 trillion	Japan	1
from \$1 trillion to \$5 trillion	Australia, Brazil, Canada, France, Germany, India, Indonesia, Italy, Mexico City, Russian Federation, Spain, United Kingdom	12
from \$500 billion to \$1 trillion	Belgium, the Netherlands, Poland, Sweden, Turkey	5
from \$100 billion to \$500 billion	Algeria, Argentina, Austria, Bangladesh, Chile, Colombia, Czech Republic, Denmark, Egypt, Ethiopia, Finland, Greece, Hungary, Iran, Islamic Republic, Kazakhstan, Kenya, Malaysia, Morocco, New Zealand, Nigeria, Norway, Pakistan, Peru, Philippines, Portugal, Romania, Singapore, South Africa, Ukraine, United Arab Emirates, Vietnam	31
less than \$100 billion	Albania, Belarus, Benin, Bolivia, Bosnia and Herzegovina, Botswana, Bulgaria, Burkina Faso, Cambodia, Cameroon, Costa Rica, Croatia, Dominican Republic, Ecuador, El Salvador, Estonia, Georgia, Ghana, Guatemala, Guinea, Honduras, Jamaica, Jordan, Kyrgyz Republic, Lebanon, Madagascar, Malawi, Mali, Mauritius, Moldova, Mongolia, Mozambique, Myanmar, Namibia, Nepal, Niger, North Macedonia, Panama, Rwanda, Senegal, Serbia, Slovenia, Sri Lanka, Togo, Trinidad and Tobago, Tunisia, Uganda, Uruguay, Uzbekistan, Zambia, Zimbabwe	51

Dendrogram using Ward's method was built in order to determine the number of clusters in the data set. It is illustrated in Figure 2.

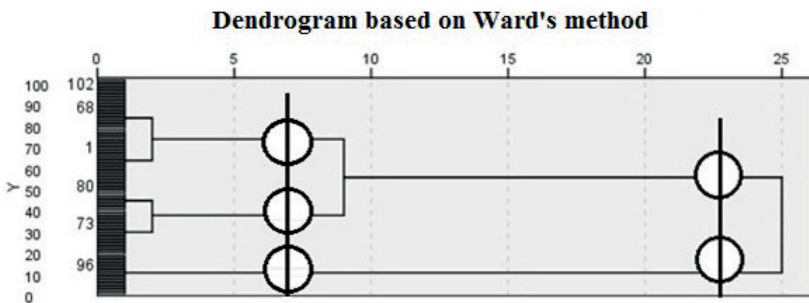


Fig. 2. Cluster dendrogram based on Ward's method

Three or two clusters can be distinguished based on Figure 2, they are marked with circles.

First of all, let's try to distinguish three clusters using the IBM SPSS software. Thus, the first cluster included 51 countries, the second – 28, and the third – 23 countries (tab.2).

Table 2

The volume of GDP in three cluster group

The Volume of GDP	Cluster			Total
	1	2	3	
> \$20 trillion	0	1	0	1
from \$10 trillion to \$20 trillion	0	1	0	1
from \$5 trillion to \$10 trillion	0	1	0	1
from \$1 trillion to \$5 trillion	1	7	4	12
from \$500 billion to \$1 trillion	0	4	1	5
from \$100 billion to \$500 billion	12	11	8	31
less than \$100 billion	38	3	10	51
Total	51	28	23	102

After analyzing the three clusters, it becomes clear that the countries of the first cluster have a much smaller GDP than the countries that are included in the second and third clusters. Thus, the average volume of GDP of the first cluster is \$100 billion 679 million, for the second – \$2 trillion 219 billion, and for the third – \$426 billion 76 million. Thus, the first cluster can be called a cluster of mostly poor countries of the world, while the second is a cluster of mostly rich countries of the world, and the third cluster is a cluster that is significantly close to the mostly poor countries of the world in terms of GDP.

The average value of the indicators of the countries belonging to the first, second and third clusters are presented in the table 3.

Table 3

Average value of public marketing factors for three groups of clusters

Factor	Cluster		
	1	2	3
Government functioning	3,97	7,49	5,58
Political participation	4,96	7,12	6,45
Political culture	5,01	7,32	5,30
Civil liberties	4,81	7,92	6,69
E-government	0,53	0,88	0,73
Open government	0,44	0,70	0,57
Absence of corruption	0,40	0,76	0,49
Law enforcement	0,47	0,74	0,53
Innovations	22,86	50,18	34,07

The average value of the indexes (indicators) of the second cluster significantly exceeds the average value of the indexes of the countries included in the first and third clusters. Thus,

the second cluster includes rich countries with a high level of civil liberties, functioning of the government, etc., that is, we can say that these are those countries in which the level of public marketing is at a fairly high level of development. Instead, the first cluster includes countries with a rather low level of development of public marketing. The third cluster includes countries with slightly higher development of public marketing.

Considering table 3, the first and third clusters are essentially similar to each other, so let's try to distinguish only two groups of clusters, not three.

Now, the first cluster includes 74 countries, and the second – 28. After analyzing the two clusters, it becomes clear that the countries of the first cluster have a much smaller GDP than the countries that are included in the second cluster. Thus, the average GDP of the first cluster is \$201 billion 816 million, and the second one is \$2 trillion 219 billion. Thus, the first cluster can be called a cluster of mostly poor countries of the world, while the second one is a cluster of mostly rich countries of the world (tab.4).

Table 4

The volume of GDP in two cluster group

The Volume of GDP	Cluster		Total
	1	2	
> \$20 trillion	0	1	1
from \$10 trillion to \$20 trillion	5	7	12
from \$5 trillion to \$10 trillion	0	1	1
from \$1 trillion to \$5 trillion	0	1	1
from \$500 billion to \$1 trillion	20	11	31
from \$100 billion to \$500 billion	1	4	5
less than \$100 billion	48	3	51
Total	74	28	102

Regarding the distribution of countries by continental regions, here the first cluster includes: African countries, most Asian and American countries. Instead, the second cluster mostly includes European countries (Figure 3).

The average value of the indicators of the countries belonging to the first and second clusters are presented in the table 5.

Table 5

Average value of public marketing factors for two groups of clusters

Factor	Cluster	
	1	2
Government functioning	4,47	7,49
Political participation	5,42	7,12
Political culture	5,1	7,32
Civil liberties	5,39	7,92
E-government	0,59	0,88
Open government	0,48	0,7

Table 5 (continuance)

Absence of corruption	0,43	0,76
Law enforcement	0,49	0,74
Innovations	26,34	50,18

The average value of the indexes (indicators) of the second cluster significantly exceeds the average value of the indexes of the countries included in the first cluster. Thus, the second cluster includes rich countries with a high level of civil liberties, functioning of the government, etc., that is, we can say that these are those countries in which the level of public marketing is at a fairly high level of development. Instead, the first cluster includes countries with a rather low level of development of public marketing.

5. Conclusions

So, in this paper based on the analysis of scientific literature, the factors affecting the successful implementation of public marketing were classified into 3 groups: completely uncontrolled, difficult to be controlled and controlled. And, in this paper was important to describe and analysis third group of factors, because public administration subjects have the greatest influence only on this group. Through the review and theoretical analysis of various international indices, as well as the indicators on which their calculation are based, 9 indices and sub-indices were selected. These indices have the greatest impact on the successful conduct of public marketing. These factors are: government functioning, political participation, political

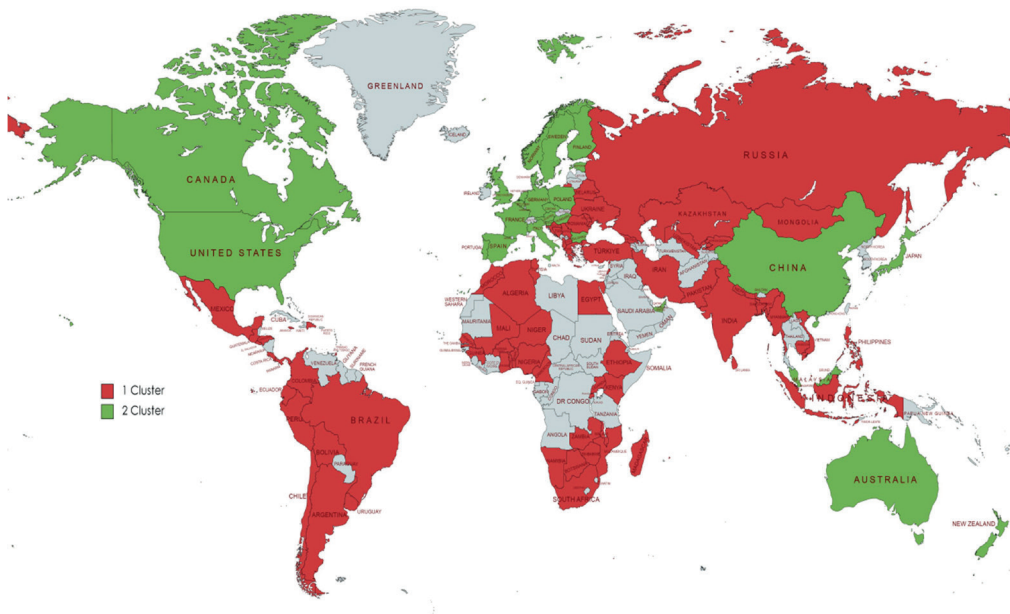


Fig. 3. The classification of countries by two clusters

culture, civil liberties, E-government, open government, lack of corruption, law enforcement, level of innovation.

To sum up, it was possible to distinguish 3 or 2 groups of clusters, using a dendrogram constructed by the Ward method. But, after analysis groups of clusters, the first and third clusters are essentially similar to each other, so in the paper was distinguished only two groups of clusters, not three. The first cluster includes 74 countries, and the second - 28. After analyzing the two clusters, it becomes clear that the countries of the first cluster have a much smaller GDP than the countries that are included in the second cluster. Also, the first cluster includes: African countries, most Asian and American countries. Instead, the second cluster mostly includes European countries. Thus, the second cluster includes rich countries with a high level of civil liberties, functioning of the government, etc., that is, we can say that these are those countries in which the level of public marketing is at a fairly high level of development. Instead, the first cluster includes countries with a rather low level of development of public marketing.

The prospects for further research is the development of ways to improve the use of public marketing in first cluster group, taking into account the influencing factors.

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TEAM MANAGEMENT IN THE CIVIL SERVICE IN THE PRESENT-DAY CHALLENGES AND THREATS

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Summary

The transformational processes that are taking place in public administration today require new approaches to the public administration process. One of these approaches is the principle of team building in the organisation of managerial and professional activities of civil servants. According to the authors, there is a need to introduce a team-building approach to the functioning of competitive management teams in public authorities. This is due to the complexity of the tasks currently faced by civil servants under martial law in Ukraine and the prospects of transformational changes in public administration in the post-war period, as well as in the context of Ukraine's integration processes into the European community. Such challenges in organising the managerial activities of civil servants need to combine the intellectual and volitional efforts of the authorities to dynamically address various managerial tasks, which cannot be realised without the establishment of target (project) groups; high competition between different authorities requiring them to provide client-oriented administrative services, increasing the competitiveness of civil servants and the authorities themselves.

The article aims to reveal the possibilities of applying the team approach in the managerial activity of public authorities based on a theoretical analysis of the scientific literature and to propose directions for improving the professional activity of civil servants based on team management and virtue.

To solve the tasks the authors used theoretical and empirical methods: analysis of the problem based on scientific literature and literature; results of testing, survey of civil servants, content analysis; method of mathematical statistics; GET TEST methodology – to determine the characteristics of competitiveness of management team of civil servants in public authorities.

The article justifies practical recommendations to authorities on the application of effective management in public authorities based on team management (team building) and virtue.

Key words: civil servants, public authorities, public administration reform, professional competence, team-building approach, socio-psychological readiness.

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1. Introduction

The reform of the civil service system in Ukraine is being implemented concerning the European Standards of Good Administration created by the Support for Improvement in Governance and Management (SIGMA), published in the document Principles of Public Administration. The statement includes a set of principles and criteria for assessing public administration based on international standards and requirements and the best practices of EU member states and OECD countries (*Larina, 2022: 127*). It is these factors that have become basic in the development of team management in public service, which it is reasonable to consider as innovative in human resource management, relevant, caused by the world globalization processes and the requirements of the time, in particular – the martial law in Ukraine. Under the conditions of Russian armed aggression aimed at destroying the sovereignty and integrity of our state, the society, authorities and citizens have noted the real stability and capacity of the national public service system, its ability to withstand military, socio-economic and socio-psychological threats, the ability to provide key managerial rights management at all levels of management. This has a positive impact on providing citizens with an appropriate level of client-oriented administrative services and creates the preconditions for the introduction of a team approach in the civil service.

Scientists, experts and practitioners point out that for 31 years the Ukrainian civil service model, for all its flaws, has been built in such a way that it is capable of overcoming all the tests endured by the Ukrainian people during the war, ready to face challenges that would be difficult to expect in peacetime, that is, the war for the state has become the cruellest of all probable "stress tests" (*Aliushyna, 2022: 288*). Therefore, the resilience of Ukraine's public service management system is defined as a reliable foundation under conditions of multiple exceedances of normal functioning limits, and the results of this testing will be investigated by scholars. Throughout the martial law period, the public sector human resource management sector has maintained and sustained its manageability, its ability to act not only systematically and promptly, but also in a command and synergistic manner.

Studying public opinion, the NABC (*Aliushyna, 2022: 230*) notes the high morale and dignity of Ukrainian civil servants – over 3.5 thousand are defending Ukraine at the frontline; 76% – work in their jobs despite the daily risk of rocket attacks; 91% have chosen to remain in public service despite the military dangers and wage cuts. This is where the peculiarities of the command approach in public service come in.

This kind of governance in public administration has delighted international partners, who are willing to help us and learn from our Ukrainian experience. There is a demand in the science of public administration to find answers to the application of effective solutions that maintain institutional capacity in the face of war. NABC experts are ready to share their practical experience. The Functional Crisis Audit Methodology they have developed is suitable for both the conditions of a military threat and the accompanying challenges - economic recession, the decline in social standards, global rise in energy prices, in which the command management and the corporate culture in the civil service is a major factor.

Our study focuses on the methods of applying team management in public service, preserving the virtue of civil servants both in the context of global challenges and threats, among which the war in Ukraine, and transformational changes. After all, no one has a ready-made recipe for public service management in times of war. Therefore, the EU level integrates foreign trends in public administration with the practical experience of the domestic public administration system, which will be useful in enhancing the professionalism of civil servants in providing client-oriented administrative services based on team management and virtue.

The system of administration in war is a factor in strengthening Independence. It is a precondition for our economic integration and political association with the EU. That is why we are introducing European standards and practices of public administration to build an innovative model of digital public service with digitalization, remote technologies and quality client-oriented administrative services. Its trends are optimization of the state apparatus, growth of linguistic competencies, inclusiveness, and gender culture... All these are the outlines of the new architecture of our new public service, which we create in Ukraine together with Ukrainian and international partners.

We will consider this discussion as an influential platform for dialogue and exchange of experiences, especially as the society, government and citizens of Ukraine are interested in ensuring that the Ukrainian system of public administration is strong, effective and European. In our article, we will consider the conditions, methods, and how to make it so.

2. Main body

2.1. The concept of team management in public administration

In modern foreign and domestic literature, the concept of "team" is quite common, but it does not have an unambiguous definition. Foreign literature presents the opinion of scholars who believe that there is no real difference between the definitions of "groups" and "teams" (Larina, 2022). In this regard, some authors emphasize that there is an excessively loose treatment of the concept of "team", when it is called something that has nothing to do with teamwork, which devalues the concept of "team", which, in turn, makes it difficult to build a team and ensure its development (Steve, Graham, Eddie, 2002).

Stewart's thesis that the use of the word "team" confuses because it is often used in different meanings and contexts (Stuart, 2001) is, in our opinion, correct and requires a deeper analysis and clarification of the main aspects of the phenomenon "team".

In English-language dictionaries, this notion cannot be found without combinations in phrases such as "collective unconscious" or "collective decision". It is possible to argue and prove the right of "collective" to be considered a "team" and vice versa, but to integrate foreign experience, and to avoid a semantic loop, as well as following the principle of Occam's blade and "not complicating things unnecessarily", we should abandon word games and stop at the definitions of "team" and "team building".

Researchers of team building and teamwork believe that the founder of the term was *the author of the Hawthorne experiment (1927–1932), the famous American professor, psychologist and sociologist Elton Mayo*, others remember the American researcher and practitioner of organisational development William Dyer. wrote the first book on team building in 1977.

The English equivalent, "team", comes from the German "taugmaz" – "several animals harnessed together" – which is used as a metaphor for real teamwork (Klein, 1971).

The Ukrainian concept of "team building" is much better, as it is about semantic precision, because the word "create", which is part of the concept, has a wide range of meanings

regarding what a team can do. The Ukrainian-language dictionary definitions are: "in the course of creative work to bring something to life", "to build", "to draw up plans", "to make someone what the noun points to", "to accomplish", "to cause something to appear, to form".

One of the original approaches in Ukrainian science to the definition of the phenomenon of "team" is the concept of "group (collective) subject" or "group" as a subject. At the same time, the authors note the ambiguity of interpretations of the collective subject in scientific works, they note the need to highlight clear signs to define the group as a collective subject, such as interaction (mutual exchange of information, actions, social and psychological) states between group members, etc.). In addition, joint social activity as a necessary condition for the emergence and development of the team allows us to treat it as a subject of collective activity and talk about its existence in a certain social space (*Lozhkin, 2005; Larina, 2022*).

J. Greenberg and Robert A. Baron, comparing groups and teams, use other criteria: *factors on which task performance depends, accountability in work, the focus of interests, and interaction with management*. Modern literature presents several positions to define the *difference between a team and a workgroup*, some of which are shown in table 1.

Table 1

Criteria for distinguishing a team from a working group

№	Distinction criteria	Authors
1.	1. Factors on which the task depends. 2. Accountability on the job. 3. The focus of interest. 4. Interaction with leadership.	J. Greenberg, Robert A. Baron
2.	1. Leadership. 2. Accountability. 3. Purpose. 4. Result. 5. Type of appointments. 6. Measurement of performance. 7. Type of communication.	Jon R. Katzenbach, Joseph Smith

The main criteria of team management are value-based – respect for the individual, mutual assistance, efficiency in doing things, responsibility, honesty, development, and an active lifestyle (*Larina, 2021*).

A list of motivational activities that create a motivational value for each individual and the team, in particular, should be given, in particular: recognition of success, career prospects, financial stability, material incentives, and corporate spirit.

Values are usually formed as emotional consequences of behaviour (first feelings of pride or guilt). The main elements of motivation are needs, motives, interests, attitudes, emotions, norms and values. Values are each time filled with a new motivating quality without losing the previous ones.

In foreign countries, in public authorities, the problem of personnel motivation is much more common and is discussed by managers. For example, in Western European countries the dominant role in team management is given to non-material methods of motivating public employees, namely (*Maxwell, 2001*):

1. *The US way of motivating staff*. Americans are committed to "individualism", so in addition to the pay system, managers successfully implement family programmes for their

subordinates in which management provides the employee with flexible working hours; help in selecting nannies; corporate nurseries and crèche groups. Equally important to Americans is staff training. Large corporations spend up to 800 million dollars a year on this. According to managers, this approach ensures increased individual output and leads to high profitability and business success.

2. *The staff motivation system in Japan.* This method is characterised by the notion of groupthink, in which a company where an employee makes a personal living becomes a second family. The company provides the employee with: - interest-free loans; tuition payments not only for the employee but also for his/her children; sponsorship payments for all kinds of family celebrations (birthdays, weddings, anniversaries); in some cases it supplies the employee with housing for life.

3. *The Swedish way of motivation.* Friendship, partnership and teamwork are predominant values. The second highest priority for Swedes is interesting work, and only the seventh highest is salary. Many Swedish managers allow their employees to work remotely, confidently and quietly to develop their country within the walls, so to say, of the home office (Maxwell, 2001).

In Ukraine, most public authorities do not have a clearly defined strategy for the non-material motivation of staff. Before the war, managers did not pay enough attention to non-material factors of motivation of their subordinates, did not try to retain them and believed that there were no irreplaceable specialists. The result of this attitude was dissatisfied and unmotivated state employees. It is only in war that this factor has been recognized, and a strategy of non-material motivation of personnel has been built around a team approach and the philanthropy of civil servants.

It is advisable to note that the current structure of the model of employee motivation in public service based on command management in foreign countries is multidirectional and depends on the socio-economic development of the state, in which the main direction of motivation may include the introduction of an additional social package for civil servants and expansion of forms of non-material incentives. The authors reflect the types of structural elements of motivation of civil servants based on team management and their functional features (see Table 2).

Consequently, the motivation of civil servants and the fundamentals of team management play an important role, both for employees and for their immediate supervisors and institutions in general. After all, one of the main objectives of team management is to identify common interests and goals of employees and to find unifying strategic goals with subordinates in a team atmosphere.

2.2. The impact of competitiveness on the development of team management

An analysis of the impact of competitiveness on the development of team management is appropriate, in our view, to consider through the prism of the following issues: the relationship between competitiveness and marketability; competitiveness of the individual and its main properties; competitiveness of the management team of the organization.

Turning to the analysis of the relationship between marketability and competitiveness, it should be noted first of all that it was studied by such home scientists as A.S. Aleksandrova; A. Liutkevych; M. Semykina; R. Tkach; V. Khapilova; T. Shchedrina; S. Shchur and others.

Let us note that the concept of "marketability" rather than "competitiveness" is most frequently encountered in domestic speech practice, which is why we think it important to clarify these notions. Analyzing the essence of the concept of "marketability", the authors note certain specific features of its use with various objects - goods, services, enterprises, etc. (Fatkhutdinov, 2002). Thus, for example, the concept of "marketability" for a good (or service)

Table 2

Structure of a model for motivating civil servants based on team management

№	Structural elements	Functions and activities
1.	Diagnosis of the current motivation system in the civil service	Using diagnostic tools, find out the status of the current personnel motivation system in the public authorities
2.	The process of shaping the objectives of the public servants' motivation policy, finding the problem of worsening performance of a public authority	Identify new strategic goals for the civil service motivation policy by analysing the current goals, forms and methods that have caused ineffective personnel management
3.	Optimisation of a material form of motivation for civil servants	Introduce a system of bonuses for professional excellence and achievements - for managers and specialists; bonuses for high-quality work in providing services; quarterly and annual bonuses for civil servants who show the best results for a certain period; provide high salaries; payment for professional training of civil servants, etc.
4.	Optimisation of an intangible form of staff motivation	Provide professional development and opportunities for employees to gain new knowledge; present successful activities of civil servants on social networks; introduce flexible working hours for civil servants; ensure comfortable and safe working conditions; create recreational facilities; establish an organisational culture and create a team atmosphere; public congratulations, certificates, certificates, cards, praise for professional achievements
5.	Implementation of an additional social benefits package	Introduce free medical check-ups; free holidays for children during holidays (2 to 5 days); provision of travel documents to work; free access to gyms, and swimming pools in the city or district.

means its ability to withstand competition, i.e. to be advantageously marketed (along with or instead of other similar goods or services). Relation to the concept of competitiveness means the ability of an undertaking to undertake efficient and profitable economic activities.

The phenomenon of “competitiveness” will be discussed in more detail firstly based on theoretical analysis and literature which allows us to understand “competitiveness” as:

- the ability of an entity (person, team, organisation) to withstand competition by using various competitive strategies;
- a set of competitive advantages (personal and professional qualities) to carry out the civilised effective competition;
- the ability of the subject (person, team, organisation) to pioneer innovative directions of activity and lead others (e.g., the ability to develop innovative information and industrial technologies; to provide the latest educational, medical, household services, etc. to the population that would satisfy its ever-increasing needs, etc.)
- the ability of the subject (individual, team, organisation) to find and realise its unique image needed in the modern labour market (the ability to distinguish itself by its unique "face"), etc.

Competitiveness is understood by the authors as the ability of the subject (individual, team, organisation) not only to withstand competition, using a set of instruments of competitive advantages but also to provide innovative directions of activity, forming its positive image in the modern market of administrative public services.

Based on existing scientific approaches, competitiveness, in our opinion, can be defined as a set of psychological characteristics that ensure effective competition in the modern market of public administrative posts.

At present, domestic research lacks a system of criteria that would determine the difference between a competitive person and a non-competitive person, its main characteristics are not identified, and diagnostic tools for study are insufficiently developed. The problem of the formation and development of competitive management teams in public administration, which replace working teams and are characterised by virtue, of a high level of team management and executive discipline, is unexplored.

Among the few special studies on this problem, we should mention the research work of S. Shchur who used the method of rating to study the most popular types of qualities of a competitive individual (*Schur, 1999*). As a result of her work, the author singled out three *types of qualities of competitiveness of a person or a group (team): personal, professional and business qualities.*

The personal qualities ensuring the competitiveness of employees or management teams include, first of all, creativity, striving for achievement and personal independence, physical and mental health, modesty and simplicity, etc.

Among *professional qualities* is a high level of managerial culture, competence in their field, dedication and striving for self-improvement.

The group of *business qualities* is characterised by discipline and organisation, the desire for leadership, the ability to set and achieve goals, the willingness to take reasonable risks, and the desire to remain virtuous.

The range of qualities that ensure the competitiveness of civil servants and teams is quite broad, which indicates a high demand for representatives at the managerial level. It is advisable to address this issue by developing training programmes to enhance the competitiveness of civil servants who have insufficient professional development and need to improve them.

Based on the analysis of literary sources and theoretical analysis of the problem, a model of a competitive personality was constructed (*Schur, 1999; Fatkhutdinov, 2002*) (see Figure 1).

The main characteristics of a competitive model were identified: the need for achievements (further development); inclination for creativity (creative abilities/tendencies); purposefulness and determination; ability to take reasonable risks; the need for independence/autonomy.

Each of these characteristics is revealed through a system of relevant qualities. Based on the existing developments in the literature (*Schur, 1999; Fatkhutdinov, 2002*), let us analyse each of the main characteristics of competitiveness.

The need for achievement (further development) is revealed through the following system of qualities: foresight; self-sufficiency; optimism; vigour; persistence and determination; result orientation (task); thoroughness, etc.

The inclination for creativity (creative abilities/tendencies) manifests itself through the identification of an inclination towards the new, the unknown; developed intuition; expectation of challenge, competition; diversity of ideas; curiosity.

Purposefulness and determination are characterised by: a tendency to compare results with effort; the ability to control one's life activities; the creation of one's success "with one's own hands"; the use of all opportunities; considerable persistence in achieving one's goals.



Figure 1. Main characteristics of civil servant competitiveness

The ability to take reasonable risks is revealed through the following qualities: adequate assessment of one's capabilities; evaluation of potential benefits rather than opportunities for failure; ability to operate under conditions of limited information; acceptance of challenging but achievable goals.

The need for independence/autonomy is characterised by: an unconventional approach to performance; an individualistic style of activity; resistance to group pressure and orders; stubbornness; and independent decision-making.

When analysing the content of competitiveness of organisational team management, one should first of all note *the link which, in our opinion, exists between a competitive individual and a competitive team of civil servants*. The essence of this connection is that the characteristics of a competitive individual are "transformed" in a peculiar way into the attributes of a competitive management team, but at the same time they have their specific manifestations.

Turning to the consideration of these specific characteristics, let us first define the essence of the "management team" phenomenon. To this end, it is advisable, in our opinion, *to classify the main types of team management that function in modern organizations and can be extended to the activities of public authorities*. There are many different criteria in the current literature by which certain types of teams can be identified. Let us analyze them in more detail. Thus, R.Daft considers the most "simple" way of classifying various types of teams to be their division into teams that are created as part of the formal structure of the organization ("formal teams", with vertical and horizontal structures of relationships, and "specialized teams"), and teams whose purpose is to enhance the powers of its members in management (Daft, 2001).

L. Rai suggests using such basic criteria as purpose, composition and duration of teamwork to determine the types of teams. Depending on the purpose, teams may work, for example, on the development of new types of administrative services, a management quality control system, etc. As far as composition is concerned, it can be stipulated by different hierarchical levels and, depending on this, one can speak, for example, of a team of managers (top managers) or a

team of employees working under the direction of line managers. Depending on the duration of teamwork, teams can be permanent or temporary (Ray, 2002).

In our opinion, a competitive management team in public authorities should be understood as the highest level of development of the managerial activity of civil servants united by a common goal to effectively implement the set tasks.

The need for the formation of competitive management teams is due to a fairly pronounced competition, which due to several socio-economic and socio-psychological reasons is observed today in all types of modern institutions, including public authorities. Therefore, the analysis of the psychological features of a competitive management team of public authorities and the application of crowdsourcing technologies will contribute to the formation and development of competitive civil servants, who will be able to systematically implement public policy based on team management and virtue.

2.3. Results of a study on the level of socio-psychological preparedness of civil servants to act based on team management

In the process of the research, we experimented on the level of development of socio-psychological preparedness of civil servants for managerial activity based on team management (team building), which consisted of a three-component model that includes cognitive, motivational and personal components. The model can be supplemented and changed depending on the subjects of the study.

To investigate the level of development of the cognitive component, we tested the level of knowledge of civil servants to work in a competitive management team, in particular, such concepts as "team building"/"team", "management team", "essential characteristics of a competitive management team of public servants to work in a competitive management team". The experiment was conducted among different categories of civil servants-central authorities and regional and local state administrations. The analysis of the questionnaire results showed that the level of development of the cognitive component of socio-psychological preparedness of civil servants of all categories is insufficient, as evidenced by the data which states that very few interviewees have "completely correct knowledge" about the content of the basic concepts of team management.

Table 3

Levels of knowledge of the conceptual field among civil servants

The concept of team management	Scale of performance	(%)
«Team building» / «Team»	Lack of knowledge	22,3
	Incorrect knowledge	51,4
	Partially correct knowledge	23,6
	Completely correct knowledge	2,7
«Management team of the organisation»	Lack of knowledge	14,9
	Incorrect knowledge	43,9
	Partially correct knowledge	39,2
	Completely correct knowledge	2,0
«Essential characteristics of a competitive management team of public servants to work in a competitive management team»	Lack of knowledge	18,9
	Incorrect knowledge	47,3
	Partially correct knowledge	32,4
	Completely correct knowledge	1,4

So, "completely correct knowledge" regarding the concept of "team building"/"team" was recorded only by 2.7% of the respondents. Representatives of this group defined a team, for example, as "...a group of people who have common goals, accept and achieve them by fulfilling their roles and contributing to each other's development and support". At the same time, "wrong knowledge" was found in 51.4% of the respondents.

Regarding the characteristics of civil servants' orientation towards "team management", "team building" or "team" style of activity, the highest figure is 28.0% of all respondents and the lowest is 19.5% (see Table 4). This situation, from our point of view, can be justified by the actualisation of the need for managers to delegate a huge amount of managerial authority to their colleagues. Also, the solution of managerial tasks requires a variety of professional training, experience and the presence of specific personal qualities.

Table 4

Focus on a "team-building" style of activity in public servants

Personnel of public authorities	Style of operation (%)	
	"Team building" / "team" style	Other styles
Civil servants of the central authorities	28,0	72,0
Civil servants of Regional State Administrations	19,5	80,5
Civil servants of district-state administrations	21,4	78,6
For the whole massif	24,3	75,7

This situation can, in our opinion, to some extent be explained by several main reasons.

Firstly, there is a lack of real experience in implementing team management in public authorities, which leads to an inadequate perception of the essence of the term. Thus, researchers have defined the concept of "team" as a certain allegory – "train", "balloon", "ship", "time", etc., or only as "any group..." and others.).

Secondly – the presence of a certain association of this concept with the "team approach" as an authoritarian principle of management, with which most public servants work in a competitive management team is familiar from Soviet times and perceive this phenomenon as negative. This is evidenced by statements such as "...giving orders...", "...total subordination to the manager...".

Thirdly, there was even a certain negative attitude towards the phenomenon of "team", which was manifested in statements such as "...the need to remove responsibility for work and shift it onto the shoulders of others..." (*Karamushka, Fil, 2004*).

The results of the survey also showed that a very small part of respondents (2.0%) have "completely correct knowledge" of the concept "*management team of a public authority*".

For example, this concept was defined by the participants of the experiment as follows: "The management team of a public authority is a successfully formed group of managers who work together to solve organisational problems, flexibly and promptly delegating powers to engaged public servants (specialists) who meet their own needs when solving tasks". At the same time, the number of examinees found to have "wrong knowledge" is 43.9%.

Examples of such a response option were the following: "The management team of a public authority is an individual principle of activity organisation"; "The management team of a public authority is a group that commands employees and prescribes to them what and how to do" (*Kovalenko, Slobodyanyuk, 2002*).

We have found out that in a sufficiently large number of civil servants (66.9% of the studied for the whole array) the need for achievements (further development) is found at a low level. A high level of development of this need is found only in 10.5% of examinees. This indicates that the aspiration of civil servants for continuous development in team management in public authorities is underdeveloped.

The need to develop need for further professional development of civil servants in team management in public authorities, in our opinion, is due to a low reason. Firstly, for any individual, regardless of his/her age and social position, to be able to compete in the modern labour market and work professionally, regardless of the sphere of activity (private business or public sphere), he/she should constantly master new technologies on which the modern professional activity is based Secondly, it is very important to strive for personal development of strengths and improvement of problem sides, trying to constantly improve his/her professional level.

Table 5

Levels of development of the psychological characteristics of the competitiveness of the personnel of public authorities

Psychological characteristics of competitiveness	Heads of central authorities			Public servants of Regional State Administration			Civil servants of local state administrations			By massif as a whole		
	Levels of psychological characteristics expression (%): (L – low, M – middle, H – high)											
	L.	M.	H.	L.	M.	H.	L.	M.	H.	L.	M.	H.
Need for achievement (further development)	66,7	13,3	20,0	73,8	23,8	2,4	61,5	26,9	11,5	66,9	22,6	10,5
Need for independence (autonomy)	30,8	63,5	5,8	28,6	59,5	11,9	26,7	56,7	16,7	29,0	60,5	10,5
Propensity to innovate	28,8	61,5	9,6	28,6	40,5	31,0	26,7	63,3	10,0	28,2	54,8	16,9
The ability to take reasonable risks	44,2	34,6	21,2	40,5	42,9	16,7	46,7	46,7	6,7	43,5	40,3	16,1
Determination and resoluteness	13,5	40,4	46,2	11,9	54,8	33,3	13,3	40,0	46,7	12,9	45,2	41,9

An analysis of the level of development of need among civil servants (for the array as a whole) showed that 29.0% of respondents had a low level of development of this quality, while only 10.5% had a high level. The greatest number of examinees – 60.5% – has an average level of development of this quality. In our opinion, this situation is quite normal in terms of selecting candidates for teamwork. After all, in our opinion, teamwork requires individuals with

an average level of autonomy, i.e. to a certain extent they can independently and independently set tasks and make decisions on their implementation (*Larina, 2020*).

At the same time, the survey results showed an insufficiently high level of development of such an important competitiveness characteristic as "propensity to innovativeness". The manifestation of this quality was recorded at a low level for 28.0% of the respondents, at 54.8% – at an average level, and only 16.9% – at a high level.

It should be noted that the interpretation of the insufficient level of development of the propensity to innovativeness can be based on two perspectives. On the one hand, the presence of innovative abilities (inclination) was not fundamentally necessary for employees of public authorities in the pre-war period, that is, they could perform their professional functions quite successfully using classical methodological approaches and technologies. The war required the introduction of innovative forms of activity at different levels of public service, the search for non-standard and creative approaches to solving current problems and the development of new areas of work to be carried out by personnel of public authorities (*Karamushka, Chebatarova, 2002*).

Among the qualities that should be inherent in the members of a competitive management team of public authorities, special attention should be paid to such a quality as "the ability to take reasonable (balanced) risks". It should be noted that the ability to "take reasonable risks" (adequately assess their capabilities, act under conditions of incomplete information, define complex tasks, etc.) can be considered as one of the necessary conditions for innovation activity both at the level of an individual and an organisation as a whole. Therefore, the low level of development of this quality (for 43.5% of those studied for the array as a whole) can be considered a problem area in ensuring team competitiveness (*Karamushka, Chebatarova, 2002*).

Thus, the results of our study showed that the most developed qualities in the personnel of public authorities are such qualities as "purposefulness and determination", followed by "tendency to innovativeness" and "ability to take reasonable (weighted) risks", while "need for achievements (further development)" and "need for independence (autonomy)" are much less developed.

On the whole, the results of our study revealed a low level of development of cognitive, motivational, operational and personal components of psychological readiness of the personnel of public authorities to work in a competitive management team, which was reflected in the insufficient expression of orientation to "team" style, and basic functional-role positions. in the team, as well as an insufficient level of development of basic competitiveness characteristics.

It should be noted that as part of this task we determined the overall level of psychological readiness of the personnel of public authorities to work in a competitive management team. The results showed that this level is insufficient. Thus, a low level of this readiness was detected in the majority of employees of public authorities (56.1%), while a high level was detected in only 3.4%. The findings indicate the need to develop a special system of training programmes aimed at developing the psychological preparedness of the personnel of public authorities to work in a competitive management team.

3. Conclusions

Therefore, in the context of global challenges and threats, we have identified the main approaches to the organization of professional activity of civil servants. Based on a theoretical analysis of the scientific literature, the authors revealed the possibilities of applying the team approach in the managerial activity of public authorities and proposed directions for improving the professional activity of civil servants on the basis of team building and virtue.

The article defines a competitive management team as the highest level of its professional development, the most essential characteristics of which include a competitive personality, and all team members focus on continuous professional and personal development; try to maintain a high intellectual potential (generate new, original ideas aimed at personal development and providing conditions for self-fulfillment). The team is able to define new directions in the activities of public authorities, create a competitive product, etc., as a result having a high authority and a unique image in the market of public administrative services provision.

The analysis of the socio-psychological preparedness of civil servants to work in a competitive management team was carried out as a result of expert research, which is understood as a system of socio-psychological characteristics necessary for successful teamwork. The structure of psychological readiness contains the following main components: a) cognitive (a set of knowledge about the essence of a competitive management team); b) motivational (orientation to the style of activity "team"); c) personal (development of such features of competitiveness as the need for achievements, propensity for innovation, purpose and determination, ability to take reasonable risks, need for independence). A statistically significant relationship between the main components of the socio-psychological readiness of public servants for managerial teamwork to work in a competitive managerial team was revealed, in particular:

The results of the ascertaining stage of the study revealed *an insufficient level of development of the main components of social and psychological readiness of public servants for a managerial team activity*, in particular: a) low level of knowledge of the basic concepts of team management; b) insufficient degree of orientation to team style; c) low level of development of the main characteristics of personality competitiveness.

A statistically significant relationship between the orientation of public servants to the "team" style of activity and the main characteristics of their competitiveness was recorded: a) *positive relationship*: orientation to the "team" style of activity is more manifested in public servants inclined to innovative changes, creativity and ability to take reasonable (balanced) risks; b) *negative relationship*: orientation to the "team" style of activity is less characteristic of public servants who have a more pronounced need for achievements and independence.

Effective formation of socio-psychological preparedness of civil servants to work in a competitive management team is greatly facilitated by the use of a system of training programs, as well as interactive forms of training (group and individual "brainstorming", individual situational tasks, the method of "creative projects", etc.), which are actively implemented in the Educational and Scientific Institute of Public Administration and Civil Service of the Taras Shevchenko National University of Kyiv.

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ANALYSIS OF LEGAL FORMS OF LAND USE UNDER THE LEGISLATION OF UKRAINE AND POLAND

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Summary

In the article, a professional comparative legal analysis of the forms of land use under the legislation of Ukraine and Poland was carried out. For the completeness and comprehensive presentation of the research, attention is primarily focused on the legal forms of land use, the legislation that regulates the issue of registration of rights to land plots is analyzed.

The article outlines the presence of a set approach to the introduction of a plot of land into circulation in Ukraine and Poland. A plot of land becomes an object of legal relations under the condition of its formation, i.e. transformation from an object – a natural resource to a separate object of space with defined boundaries and mode of use.

It has been investigated that land plots in Ukraine can be under the conditions of ownership (state, communal, collective and private) and use (permanent use, lease or sublease, land easement, use of someone else's land plot for agricultural needs (emphyteusis) and use of someone else's land plot for buildings (surfaces)).

The article discloses the conditions for the use of land plots in Ukraine and Poland and it is clarified that, in general, the forms of use are identical, but with certain differences, namely the presence in Ukrainian legislation of the right of permanent use as a tool for acquiring rights to land plots, as opposed to usufruct in Polish legislation. It has been established that the right of permanent use is an ineffective legal instrument for acquiring rights to land plots in Ukraine, as evidenced by numerous court practices.

It is proposed, based on the results of the research, and taking into account successful foreign experience, the introduction of the usufruct institution into Ukrainian legislation as a legal structure for the use of land plots/real estate, which will allow to resolve a number of problems that arise in practice and are related to the right of permanent use, which is acquired whether it is acquired according to the provisions of Ukrainian legislation.

Key words: property, use, land easement, emphyteusis, superficies, usufruct.

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1. Introduction

Despite the complexity of the situation in Ukraine, which is related to the martial law, the adaptation of Ukrainian legislation to the provisions of the European Union continues. Among the spheres of social relations, one of the most relevant topics of modern discourse remains legal land relations, in particular, the study of optimal forms of land use. This is facilitated by the existing trend of civil turnover growth and the transition to new economic conditions, which necessitates the search for the most effective legal structures for the use of land plots/real estate.

The most successful in the development of future legislative initiatives is the conduct of comparative legal studies and the analysis of judicial practice, on the example of Ukraine and Poland.

The purpose of the article The purpose of the article is to study the legal forms of land use under the modern legislation of Ukraine and Poland and to provide proposals for solving problematic issues in this area.

2. Discussion

Analyzing the legislation of Ukraine and Poland in the field of regulation of land legal relations, we will first of all note the presence of a set approach to the introduction of a land plot into circulation. A plot of land becomes an object of legal relations under the condition of its formation, i.e. transformation from an object – a natural resource to a separate object of space with defined boundaries and mode of use. In this context, we are primarily interested in the land plot itself, but already in relation to the legal forms of its use.

Preferably, a land plot, which by its natural properties is a single real estate object, can be under different conditions of use, which primarily depends on the category of the land plot according to the main type of purpose (agricultural, forestry, nature reserve, residential or other purpose).

In general, analyzing the provisions of the Civil and Land Codes of Ukraine, we note that a plot of land in Ukraine can be under the terms of ownership or use, while there is variability in their types.

Thus, with the entry into force of the Law of Ukraine "On Amendments to Certain Legislative Acts of Ukraine Regarding the Demarcation of State and Communal Property Lands", which entered into force on January 1, 2013, the lands of Ukraine were demarcated into communal and state property, while the form of private ownership introduced in 1992 with the adoption of the Decree of the Cabinet of Ministers of Ukraine of December 26, 1992 No. 15-92 "On Privatization of Land Plots".

Simultaneously with the adoption of the Law of Ukraine "On Amendments to Certain Legislative Acts of Ukraine on Solving the Issue of Collective Land Ownership, Improving the Rules of Land Use in Massifs of Agricultural Land, Preventing Raiding and Stimulating Irrigation in Ukraine" the term collective form of land ownership was re-introduced in the legislative space.

Regarding the collective form of ownership, it is appropriate to note here that this form of land ownership in Ukraine arose with the adoption of the Land Code of Ukraine No. 561-XII in 1990 and was defined as a separate form of ownership of "collective agricultural enterprises, agricultural cooperatives, agricultural joint-stock companies in among horticultural societies created on the basis of state farms and other state agricultural enterprises" (*Land Code of Ukraine; 1990*). The legislator provided that "the area of land transferred to collective ownership is the difference between the total area of land owned by the respective Council and the area of land that remains in state ownership (reserve land, forest fund, water fund, reserve fund, etc.) and owned by citizens... lands are transferred into collective ownership free of charge" (*Article 5 of the Land Code of Ukraine; 1990*). The peculiarity of this form of land ownership is the possibility of a member of the enterprise to obtain the right of private (individual) ownership of a land share (share) with subsequent formation into a land plot by unsoldering collectively owned lands.

However, with the adoption of the new Land Code of Ukraine in 2002, the collective form of ownership was forgotten by the legislator for a long time (until 2019), as were issues related to the unfinished procedures for unsoldering collectively owned lands. Currently, these are lands that, after the adoption in 2020 of the Law of Ukraine "On Amendments to Certain Legislative Acts of Ukraine Regarding the Conditions of Transfer of Agricultural Lands", were put into civil circulation.

As for other forms of ownership, it should be noted here that according to Art. 80 of the Land Code of Ukraine, the subjects of the right of ownership are "citizens and legal entities – on privately owned land, territorial communities that exercise this right directly or through local self-government bodies – on communally owned land; the state, which implements this right through the relevant state authorities, – on state-owned land". Also, the legislator allows the right of joint ownership of a land plot – partial or joint, and trust ownership "as a way of ensuring the fulfillment of an obligation under a credit agreement" (*Art. 597⁻¹ of the Civil Code of Ukraine; 2003*).

According to the types of use, according to the provisions of the legislation of Ukraine, land plots can be acquired under the conditions of permanent use (*Article 92 of the Land Code of Ukraine; 2001*), lease or sublease (*Article 93 of the Land Code of Ukraine; 2001*), the Law of Ukraine "On Land Lease"), on the terms of land easements (*Article 98 of the Land Code of Ukraine; 2001*), on the right to use someone else's land for agricultural purposes (emphyteusis) and the right to use someone else's land for development (surfaces) (*Article 102-1 of the Land Code of Ukraine; 2001*).

A feature of all forms of use, with the exception of the right of permanent use, is the need to conclude a deed, the content of which is subject to consideration and detailing of the provisions of Art. 96 of the Land Code of Ukraine regarding the need to "ensure the use of land for its intended purpose and, at one's own expense, bring it back to its previous state in case of illegal changes to its topography...obey the requirements of environmental protection legislation...pay land tax or rent in a timely manner...do not violate the rights of owners of adjacent land plots and land users... to increase soil fertility and preserve other useful properties of the land... to observe the rules of good neighborliness and restrictions related to the establishment of land easements and protection zones... to preserve geodetic signs, anti-erosion structures, networks of irrigation and drainage systems... to prevent burning of dry vegetation or its remains in violation of the procedure established by the central executive body, which ensures the formation of state policy in the field of environmental protection..." (*Land Code of Ukraine; 2001*).

Variability of forms of land use in Ukraine is due to the legal status of legal subjects as possible participants in legal relations or managers of land under the right of title ownership. At the same time, the right to permanent use of a land plot has now entered the field of discourse-analysis of land legal relations. Attention to this type of land use is due to a significant number of legal disputes regarding land purchased by individuals for the creation of farms before 2002 in accordance with the provisions of the land legislation at that time, as well as regarding the conditions of use of land purchased under the conditions of permanent use by state or communal organizations, etc. For example, the question regarding the transfer of the right of permanent use from the founder to the peasant (farm) farm (Decision of the Supreme Court of Ukraine, 23.06.20, case No. 179/1043/16-ts (proceedings No. 14-63ts20)) was referred to the court for consideration. The court concluded that "from the moment of state registration of the peasant (farm) economy as a legal entity under the Law "On Peasant (Farm) Economy" dated 12.20.1991, the right to permanent use of the land plot, which was obtained by its founder for running such an economy, passed to of this farm, and therefore

did not cease due to the death of the founder and cannot be inherited by the heirs of the latter (clause 16 of the resolution).

At the same time, the answer to the raised issue regarding the use of a land plot with the right of permanent use can be found in the legislation and judicial practice of Poland.

In the decision of the Voivodeship Administrative Court in Kraków dated July 23, 2014, file no. No. II SA / Kr 735/14 states "The Commune may demand a claim from the legal successor who received rights to immovable property. The provisions of the contract of perpetual use are binding not only for the original perpetual use, but also for subjects who will acquire this right from him. In particular, this concerns the purpose and term of development of the land plot".

The provisions of the Civil Code of April 23, 1964 (Poland) provide that "within the limits defined by the laws and rules of coexistence ... the contract on the transfer by the State Treasury of a plot of land or lands belonging to local self-government bodies or their associations for indefinite use, the user may use land to the exclusion of other people. Within the same limits, a permanent usufructuary can dispose of his right (Article 233)..the grant of land to the State Treasury or land belonging to a local government unit or their association in perpetual usufruct is ninety-nine years. In exceptional cases, when the economic purpose of perpetual usufruct does not require the donation of land for ninety-nine years, it is allowed to donate land for a shorter period, but not less than forty years (Article 236)".

Thus, it can be argued that the right of perpetual use in Poland is essentially the counterpart of the right of permanent use in Ukraine, while there are differences in the design of this right. In contrast to Poland, in Ukraine, the right of permanent use is acquired according to the decision of the administrator of state or communal forms of ownership without concluding a deed, which causes a number of discussions on the practical level and a significant number of legal disputes. For example, regarding the conditions for the transfer of the right of permanent use to a successor or heir, the possibility of land use by other land users, etc.

Looking at successful foreign experience, taking into account that "usufruct has become an integral part of many legal systems of the continental legal family (in particular, Belgium, Spain, Italy, Quebec, the Netherlands, Germany, France, Switzerland, Turkey), including post-socialist (Bulgaria, Poland, Romania, Hungary, Czech Republic) and some post-Soviet (Estonia, Moldova) countries...researchers call usufruct "the second most important property right after ownership" (*Smitiukh A.V., 2020; p. 75*), we agree with the opinion of scientists that the institution of usufruct is a successful legal construction.

Moreover, in our opinion, the right of permanent use, which currently exists in land legal relations in Ukraine, is a rudiment of the Soviet legal system, accordingly, the introduction of the usufruct institution into Ukrainian legislation as a legal construction of the use of land plots/ real estate will allow to resolve a number of problems arising in practice and related to the right of permanent use acquired under the provisions of Ukrainian legislation.

At the same time, researching the legislation of Ukraine and Poland, we note that unlike Ukrainian legislation, where the terms land plot, right to a land plot are usually used, the Polish legislator uses the term real estate "parts of land that constitute a separate object of ownership (land plot), as well as buildings permanently attached to the land plot of related or parts of such buildings, if this is provided for by special provisions, constitute an object of ownership separate from the land (*Article 46 of the Civil Code of April 23, 1964*) and " agricultural real estate (agricultural land) is immovable property that is used or can be used to carry out production activities in agriculture in the field of crop production and animal husbandry" (*Art. 46-1 Civil Code of April 23, 1964*).

According to the provisions of the Civil Code of April 23, 1964, the acquisition of rights to real estate can be carried out "by means of an auction or competition" (Article 70-1), at the same time, when acquiring ownership of a real estate object, "the ownership of land extends to space above and below its surface" (Article 143), during the transfer of ownership, contracts of purchase and sale, exchange, donation, transfer of real estate, etc. are applied (Article 155).

The existence of the right of individual, joint or partial ownership in Polish law is the same as in Ukrainian law. According to the decision of the Higher Administrative Court II FSK 2096/11, it is provided that "in the case of joint ownership of real estate... specified in Art. 3 sec. 4 of the Law of January 12, 1991 "On Local Taxes and Fees" (Legal Gazette, consolidated text for 2006 No. 121, Article 844 with amendments) the decision on real estate tax is issued to all co-owners as joint... in situations where one of the co-owners meets the subjective and objective conditions for exemption from payment of real estate tax in accordance with ... the cited law, the amount of tax payable must correspond to the value of the tax liability for the entire property, minus a proportional of the specified amount of tax due to the taxpayer to whom the exemption applies, provided that he has not used such an exemption" (*Decision of the Higher Administrative Court, 2013*). Moreover, the Polish legislator established that "walls, fences, bays, ditches and other similar devices, located on the border of a neighboring land plot, are in common use by neighbors. The same applies to trees and bushes on the border. Users of the aforementioned devices are obliged to jointly pay the costs of their maintenance" (*Art. 154 Civil Code, 1964*).

Restricted property rights to real estate in Polish law, which is similar to Ukrainian law, include easement, pledge, mortgage. (*Art. 244 Civil Code, 1964*). According to Art. 285 of the Civil Code of April 23, 1964 "property can be transferred to the owner of other immovable property (immovable property) with the right, the content of which is... that the owner of the dominant property can use it in the specified amount from the encumbered property, or the owner of the encumbered property is limited in the possibilities of making actions specified in relation to him, or that the owner of the property does not have the right ... to exercise certain powers that he has in relation to the real estate (land easement). Also, in Polish legislation, as in Ukrainian, lease is used as a type of land use, in particular, but not only, in relation to agricultural land.

In contrast to Ukrainian law, Polish law uses custom as a form of acquisition of rights, in particular, in Articles 266-267 of the Civil Code of April 23, 1964, it is determined that "a custom established in favor of a person shall cease no later than upon his death. The user is obliged to preserve the essence of the thing and its current purpose. However, a land user may construct and operate new mining devices in accordance with the law... Before commencing work, the user must... notify the owner of his intention within a prescribed period. If the intended devices would change the purpose of the land or violate the requirements of proper economy, the owner may demand their omission or provide a claim for damages".

Also, Polish legislation, unlike Ukrainian legislation, provides for the use of a real estate transfer agreement. According to Article 902-1 of the Civil Code of April 23, 1964, "under the contract of transfer of immovable property, its owner undertakes to transfer the property to the municipality or the State Treasury free of charge. The State Treasury may enter into a contract for the transfer of immovable property when the commune at the location of all or part of the immovable property has not accepted the invitation to conclude it within three months from the date of submission of the invitation to the property owner".

It should be emphasized that the right of the title holder in the person of the state or municipality is also applied in the legal system of Poland.

According to Article 12.1 of the Law of October 19, 1991 on the management of agricultural property of the State Treasury, "property of the State Treasury... adopted under the terms of this Law creates a fund of agricultural property of the State Treasury. Paying attention to judicial practice, the decision of the Supreme Court dated September 21, 2011 is decisive here. sign. No. I CSK 719/10 (Poland), which states that "if the plot was designated for a road, it was and remains excluded from the market as such (*res extra commercium*), and no one except the State Treasury (national roads) or a local authority authorities (voivodeship, county and commune roads), cannot own it and may not stay on it. Since January 1, 1999 a plot of land under a public road can be owned only by the State Treasury or local self-government (*Article 2a of the Law on Public Roads dated March 21, 1985*)".

Regarding the form of land use by agricultural production cooperatives, we note that according to Article 271 of the Civil Code of April 23, 1964, "the use of land owned by the State Treasury may be established in favor of an agricultural production cooperative as a temporary law or as a perpetual right. In any case, such use ends immediately upon liquidation of the cooperative".

3. Conclusions

Summarizing the above, we note that the developed legal framework regarding the conditions for the use of land plots in Ukraine and Poland is distinguished by its systematicity. The terms of use are generally the same, but with some differences. At the same time, the use of different forms of ownership of a land plot, from ownership to perpetual use, creates a favorable position for legal entities and individuals regarding the acquisition of rights to land plots and preserves the interests of the state or local self-government regarding the country's natural resources. Despite this, we note that the state of war in Ukraine did not make drastic changes in the forms of land use, but it caused restrictions on the procedure for acquiring rights to them (Clause 27 of Chapter X of the Land Code of Ukraine).

As for the differences, we should note that when investigating the issue of using land plots according to formalized rights, we come to the conviction that the right of permanent use is an ineffective legal tool for acquiring rights to land plots in Ukraine, as evidenced by numerous court practices. The disadvantage of the form of use of land plots with the right of permanent use in Ukraine is the uncertainty and impossibility of registering the transfer of rights to a legal successor or heir, use of land by other land users, etc. Thus, taking into account the successful foreign experience, in particular of Poland, we consider it expedient to introduce the institution of usufruct into Ukrainian legislation as a legal construction of the use of land plots/real estate, which will allow to resolve a number of problems that arise in practice and are related to the right of permanent use, which are acquired according to the provisions of Ukrainian legislation.

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HEALTH, ENVIRONMENT, DEVELOPMENT**THE HUMAN FACTOR ISSUES IN BIOMEDICAL SYSTEMS****Galyna Mygal**

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Summary

The consequence of insufficient attention of specialists to the human factor in the development of biomedical technologies is the lack of awareness of biomedical engineering students with the cognitive aspects of human-machine interaction, which does not allow the design of safe and reliable biomedical systems. The paper shows the need to consider the human factor at all stages of the life cycle of biomedical systems and the need to introduce a discipline dedicated to the phenomenon of the human factor into the training program for biomedical engineers. Thus, the consequence of the development of biotechnologies is the necessity for teaching students to consider the human factor at all stages of the biomedical technologies life cycle. The motivation is to bridge the gap between the theoretical concepts proposed to eliminate human factors problems in the modelling and design of biomedical systems and the practical implementation of human activities in them. It is necessary to consider the issues that may arise due to the human factor in the operation of biomedical systems in order to move forward in solving these problems.

Key words: human factor, safety, reliability, biomedical system, biomedical engineer, human-machine interaction, training.

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1. Introduction

One of the problems of modern medical information technologies is the problems of biosafety, bioethics and bioprotection (*Sanders & McCormick, 1993; Emanuel et al., 2003; Beauchamp, Childress, 2001*). The issues of biosafety and bioprotection impose increasingly strict requirements on scientific and technical developments, which in turn prompts scientists and industrialists to develop safer and more advanced technologies. The safety of technologies, equipment and human activity is a sign of the highest qualification of a person, which is present in all stages of the life cycle of any technology. The ability to prevent risks and minimize their consequences, related to the human factor, is one of the essential professional skills today.

Well-known that achieving absolute safety is impossible. However, medical technologies and equipment do not pose a danger before a person's decision-making is not involved (*Nachreiner, 1995; Hancock & Drury, 2011*). At the same time, modern technologies, methods and means, and medical equipment do not guarantee safety without proper human functioning – developers, personnel, employees, their awareness and adequate knowledge (*Fedota, Parasuraman, 2010; Carayon, 2006*). Safe equipment causes a false sense of security and safety, which increases the risk if you do not take into account the peculiarities of the nature of the human factor during design, installation, material and technical maintenance and operation. That is, the emphasis on the issue of human training at all stages of the life cycle of biomedical technologies is relevant. Thus, the consequence of the rapid development of biotechnology is the need not only for management, their legal regulation but also for teaching students to take into account the human factor at all stages of the life cycle of medical technologies, which is the purpose of this work.

The motivation is to bridge the gap between the theoretical concepts proposed to address human factors issues in modelling and designing complex biomedical systems and the practical implementation of human activities in biomedical systems. It is necessary to consider the problems that may arise due to the human factor in the operation of biomedical systems to move forward in solving these problems.

2. The role of the human factor in biomedical systems

One of the crucial issues is ensuring the safety and reliability of biomedical systems. The challenges of the modern information world that directly affect the safety of biomedical systems and technologies are:

- 1) peculiarities of human-machine interaction in unpredictable and complex conditions of operating;
- 2) increasing informational complexity of systems (informational, technical, physical, biological, etc.);
- 3) person's cognitive capabilities (individuality of perception, imagination and thinking) and cognitive distortions under stress conditions.

These challenges are directly related to the problems of the development of medical systems and their further use, for example, the diagnosis of the state of human health or the functional state of the operator of complex systems.

Ishikawa's diagram shows the background and multifaceted nature of the human factor problem. It is clear that the safety and reliability of biomedical systems under complex conditions are connected, on the one hand, with the growth of information complexity of systems, on the other – with the manifestation of the phenomenon of the human factor in education, design, activity and people-to-people communications.

In the functioning of biomedical systems under conditions of unforeseen situations occurrence, the problem is the spatio-temporal inconsistency of information flows, which significantly complicates their analysis and decision-making. At the same time, a person, as an element of a biomedical system, is a source, receiver and analyser of information. It significantly affects the reliability and efficiency of the system's functioning (*Kleiner, 2006; Protasenko, Mygal, 2021*).

The human factor manifests at all stages of the life cycle:

- 1) creation of biomedical systems and technologies;
- 2) selection and measurement of informative parameters;

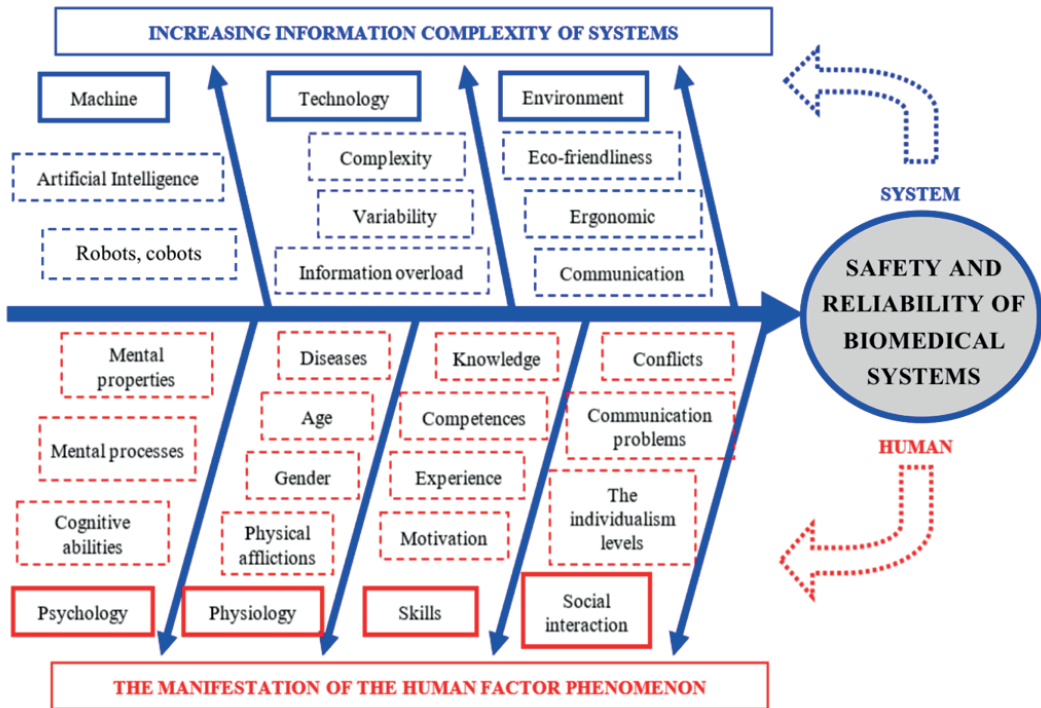


Fig. 1. Factors affecting safety and reliability of biomedical systems (an adapted version of the Ishikawa diagram)

- 3) selection of relevant information;
- 4) processing of information, its analysis and generalization on the basis of previously set or formed evaluation criteria;
- 5) making a decision based on the analysis of the informational and conceptual model;

6) implementation of the adopted decision using a sequence of actions.

Therefore, the human factor is the cause and the consequence of accidents. Human is the cause of accidents because:

- 1) wrong decisions of a person due to an incorrect perception of information by him;
- 2) development of systems or technologies without considering the person's individuality.

A person is a consequence of the occurrence of accidents because there are:

- 1) limited cognitive and psychophysiological capabilities of a person;
- 2) use specific cognitive patterns during design that do not correspond to activity conditions.

All this leads to the individuality of human-machine interaction and the appearance of cognitive problems (distortion of information, etc.).

Therefore, it is essential to consider the necessity to take into account ergonomic principles to ensure the reliability, safety and stability of human work in biomedical systems. The solution to this problem requires the identification of interdisciplinary connections and the formation of a "new type" of an engineer who considers the person's individuality and cognitive capabilities during design and the laws of ergodynamics and neuroergonomics (Fig. 2).

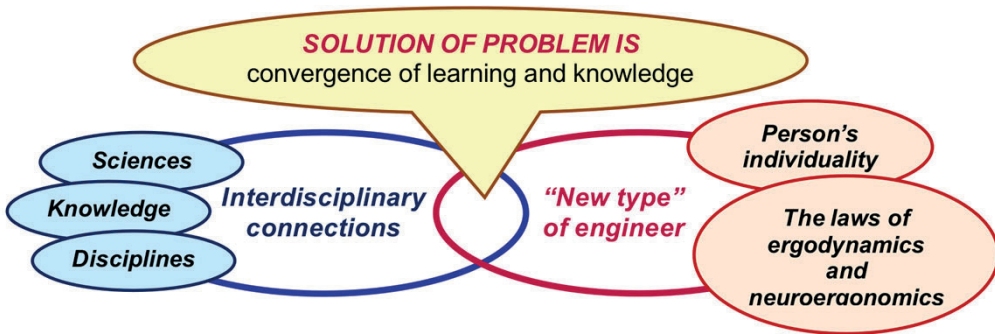


Fig. 2. Solution of the human factor problem

Under normal conditions, the reliability of systems is ensured by the requirements of various standards, which implement different approaches, methods, parameters, criteria, algorithms, and programs. Divergent learning is sufficient for this. However, under the influence of external and internal stress factors, neuroergonomic, psychophysiological and psychological aspects of human perception of information affect the reliability of systems. As a result, we have the human factor manifestations. Thus, most of the problems today are related to the differentiation of knowledge. However, reliable and viable systems require the convergence of information in education, interdisciplinary approaches and strategies. Preventing the manifestation of the human factor is possible only with the help of convergent learning and interdisciplinary approaches (Mygal *et al.*, 2021, 2022).

3. The problem of training biomedical engineers

A feature of the biomedical engineer's training is the presence of a person at all stages of the life cycle of technologies and equipment. The implementation of the requirements of bioethics and biosafety is carried out by specialists who carry out scientific and technical developments – create new technologies, develop biotechnological products, carry out their implementation and maintenance and operate them. Human in biotechnology acts as the goal and as a “means” of scientific study. However, an obstacle to the design of viable biomedical systems is ignorance of the cognitive aspects of human interaction with technologies and equipment. It means the need to consider the human factor at all stages of the life cycle of biomedical systems. That is why an integral component of the educational training of future biomedical engineers is the study and research of a number of biosafety and bioprotection issues related to the human factor. Thus, there is a need to introduce a discipline dedicated to the phenomenon of the human factor.

Today, there is a cycle of safety-related disciplines in the biomedical engineering curriculum. This cycle reveals problems and aspects of safety in the development, maintenance and operation of biotechnologies and medical equipment. For example, bioethics considers philosophical knowledge about human rights and the creation of new medical and biological technologies, which give rise to many problems that require solutions from the point of view of law and morality. Thus, students learn to prevent consequences and study the potential danger of biotechnologies at various stages – from technology development to industrial implementation. However, all this happens without considering the reasons underlying the safety

of biotechnology and medical equipment. And the reason lies in the plane of the human factor, that is, the peculiarities of the interaction of human and technology in the system “human – machine”, “human – educational environment” and “human – technology – environment”.

This plane is the intersection of a person’s psychological characteristics, psychophysiological limitations, awareness and motivation, the desire to use his resources and knowledge. At the same time, the safety, reliability and efficiency of biomedical systems designed and used by humans depend on the consideration of the human factor. The cognitive perception of technologies is at the core of the discipline “Human factor engineering”

Today, in the leading universities, there are many disciplines aimed at solving the problem of the human factor. These are “Human Factors and Ergonomics”, “Human factors engineers”, “Human Computer Interaction”, “Human-Machine System”, “Using Virtual Reality”, “Humans in Extreme Environments”, etc. Successful and competitive Bachelor’s, Master’s, Doctoral programs in Human Factors Engineering and Ergonomics (HFEE) deals with ways of designing workplaces, machines, operations and work environments to be compatible with human capabilities and limitations.

Human factors engineering is a systematic analysis of the systems functioning and considers ergonomic information about human capabilities and limitations in connection with machines, workplaces and environment. Such a discipline is necessary for any engineer (developer, designer, manager), who must consider the peculiarities of human-machine interaction, the activity style, and the influence of stress factors of the environment and activity under designing (Dul, Bruder et al., 2012; Lee et al., 2017; Mygal & Protasenko, 2019). The key goal of the discipline “Human factor engineering” is to ensure the effectiveness of human activity in the human-machine system at all stages of its life cycle – from design to operation.

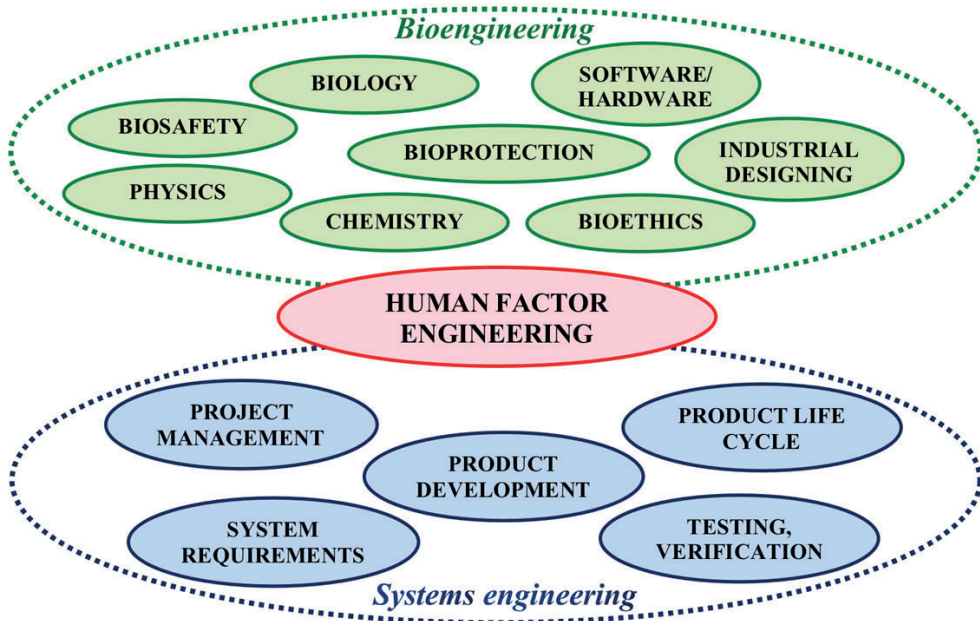


Fig. 3. Interdisciplinary connections and interaction of sciences

Interdisciplinary human factor engineering combines cognitive ergonomics, neuroergonomics, cognitive psychology, human biomedical engineering and other sciences (Dul, Bruder et al., 2012; Lee et al., 2017; Mygal & Protasenko, 2019; Dempsey, 2006). So, it is a union of engineering sciences, information technologies, psychology, neuro- and cognitive sciences to ensure the safety, reliability and stability of human-machine systems, human-dependent technologies and processes (Fig. 3).

To consider the human factor at all stages of the life cycle of biomedical systems, developers need to be familiar with ergonomic laws and cognitive aspects of human-machine interaction. It led to the flexible systems development, which have cognitive and cyber-physical resistance to threats in control systems. Designing such systems requires interdisciplinary solutions involving cognitive psychology and neuroergonomics, control engineering, and human factors engineering.

4. The individuality of human factor: approaches to solving the problem

Today, there are two approaches to managing the human factor – an individual (or personal) way and a systemic (or organizational) one (De Vasconcelos, V. et al., 2018; Mygal et al., 2022; Parasuraman, 2003; Parasuraman, Mehta, 2013).

The individual approach focuses on the mistakes of individual people for personal reasons – forgetfulness, inattention, poor motivation, carelessness and imprudence. Countermeasures to prevent the realization of risks related to the human factor are training, professional selection, motivation and reduction of undesirable behaviour by means of intimidation (disciplinary measures, fines, retraining).

However, the formula “knowledge + skills + motivation + experience” does not guarantee the absence of errors and risks. Therefore, the systemic approach is more widespread because it allows you to get closer to solving the human factor problem.

The systems approach focuses on the organisational aspects of human activity – an arrangement of the process in such a way as to prevent errors and mitigate the consequences. The errors are consequences of the poor organisation of the working process but not causes. The roots of this are not so much in the complexity of human nature as in systemic organisational factors. The countermeasure is to change the conditions of human existence in technologies and systems.

It is clear that the main factor hindering the implementation of the system approach is certain shortcomings and problems in the education of modern engineers, which are manifested in all areas where a person must not make mistakes, starting with the existence of a safety culture.

Thus, the management of the human factor through training also has two ways: individual and systemic. An individual way is the decrease dangerous mistakes through training, career guidance and professional retraining.

The system approach is implemented through the training of specialists to create such systems that better tolerate the occurrence of errors and contain their destructive consequences. In other words, to create a system safety management program.

The infographic shows that 80% of problems in systems are caused by the human factor (Fig. 4). At the same time, of this 80%, only 10% are individual manifestations of personality. It is the so-called triad of human behavioural aspects: can not, does not know, does not want. And 90% are organizational deficiencies that lead to the realization of risks. And the only way to master this problem is to study.



Fig. 4. Infographic on the human factor

Modern concepts of human factors engineering are the awareness and consideration of the laws associated with the emergence of new system concepts - viability, survivability, reliability and dependability. This allows solving the urgent tasks of reducing risks in biomedical systems by understanding the role of a person and his cognitive, behavioural and psychophysiological features. Thus, solving the human factor problem is possible based on the following concepts.

Considering the human factor at all stages of the life cycle of systems. According to Scott A. Snook's theory of "Practical Displacement", the expected properties of a system – warranty capacity, viability, and reliability - always differ significantly from the obtained result. The main reason for practical displacement is the influence of the human factor. At the same time, considering this influence reduces this "displacement" and brings the result closer to the predicted one.

Considering the distribution of random and systematic risk factors. It is the organisational factor that has a decisive influence on the functioning of systems in extreme conditions.

Considering the dependence of the system's viability on three levels of risk management strategies: retrospective, proactive and predictive management, which allows for the development of highly reliable biosystems.

Thus, the quality, reliability and safety of biomedical systems:

1) directly depends on taking into account the human factor at all stages of the life cycle of systems;

2) the human factor directly depends on the convergence of training.

Thus, an interdisciplinary view of human capabilities in technical systems will create the foundation for improving biosystems' quality, reliability and safety (*Roco, Bainbridge, 2002; Rigolot, 2020; Sanders & McCormick, 1993; Mygal et al, 2019, 2020, 2021, 2022*).

4. Conclusions

Today, despite the focus on training biomedical engineers, there are consequences of insufficient attention to the human factor under considering biosafety problems and the development of modern biomedical technologies. It indicates that specialists are not familiar with the cognitive aspects of human interaction with technologies and equipment, which does not allow the proper design of reliable biomedical systems. Therefore, the introduction of a training course devoted to issues of human factor engineering as a mandatory component of the training programs of biomedical engineers is relevant today.

It will ensure a higher qualification for future specialists in their multifaceted activities under the design and operation of biomedical technologies. “Human factor engineering” is an interdisciplinary view of human capabilities in technical systems. Its implementation will create the basis for improving the quality of training of biomedical engineers.

The development of ergonomic thinking in future biomedical engineers should be given considerable attention because:

- 1) it is a system of views of an individual on the development of human-machine systems and the role of humans in them;
- 2) it is the ability to predict risks in these systems and plan the development of systems with a preliminary consideration of these risks.

Ultimately, ergonomic thinking for a biomedical engineer, along with ecological and critical thinking, is a sign of education and a guarantee of the high qualification of a specialist.

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TECHNOLOGY, CREATIVITY, IMPLEMENTATION**SPHERONIZER WITH THE STUDY
OF DYNAMIC CHARACTERISTICS OF GRANULES****Oleksii Kuvshynov**

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Summary

The article contains a description of the technological process in which the spheronizer is located on the basis of the extruder-spheronizer, its purpose and place in the technological scheme are considered. The study presents technical characteristics, considered the design and principle of action of the unit for spheronization, performed certain calculations that confirm the efficiency and reliability of the machine.

The purpose of this article is to consider the spheronizer with the study of the dynamic characteristics of the granules. The spheronizer extruder, or spheronizer, is widely used in the granulation of spherical parts and granules. The working material for the spheronizer is non-spheroidal solid particles that turn into spheroids during the spheronization process. To optimize the production of spherical particles in a spheronizer, it is necessary to know all the intricacies of this process, therefore, in this work, the stress-strained state of extrudates, which undergo certain changes during the spheronization process, is investigated using the "finite element" method.

The research is based on actual data obtained by different scientists, and on the results of the authors' own observations.

Key words: spheronization process, finite element method, extruder-spheronizer, spheres, granules, strength, productivity, mixing, polymers, pellets.

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1. Introduction

The spheronizer extruder, or spheronizer, is widely used in the granulation of spherical parts and granules. The working material for the spheronizer is non-spheroidal solid particles that turn into spheroids during the spheronization process.

To optimize the production of spherical particles in a spheronizer, it is necessary to know all the intricacies of this process, therefore, in this work, the stress-deformed state of extrudates, which acquire certain changes in shape during the spheronization process, is investigated using the "finite element" method (*Kuvshynov, Gondlyakh, 2020: 9*).

Extrusion-spheronization is a multi-step process that includes dry mixing, wet granulation, extrusion, spheronization, drying, and sieving.

The extruder, having certain dimensions of the matrix, produces extrudates, which are then fed to the spheronizer, which forms them into spheroids (balls) with the same size and flow characteristics.

2. Aim and Objectives

The aim of the research is to study, according to the technical task, the spheronizer with the analysis of the dynamic characteristics of the granules based on existing research and the determination of their capabilities.

The object of the study is a spheronizer with an analysis of the dynamic characteristics of the granules.

3. Results

The spheronizer is equipped with a specially designed rotary mechanism that can process dry and wet dispersed material, forming granules of almost perfect spherical shape from it. This granulation equipment is used for such industries as: 1. chemical industry; 2. pharmaceuticals and food industry; 3. production of cosmetics, dyes; 4. production of ceramic products.

Spheronizers have the following characteristics: 1. the ability to produce granules with a diameter of 0.5 ~ 2.0 mm; 2. the ability to process dry and wet material in order to produce homogeneous granules in the form of balls; 3. ease of use and efficiency.

Extrusion-spheronization is a multi-step process that includes dry mixing, granulation, extrusion, spheronization, drying, and sieving. There are two main processes of spheronization, so-called wet and dry, for spheronization, dry material or wet raw material is loaded, which is then processed with a rotating centrifugal disc, air blower and pneumatic nozzle, resulting in dry spherical granules.

Technical characteristics contain information about the device (*Deb Ratul, Ahmed Abdul Baguec, 2013: 93*). It is based on these indicators that the sample is compared with similar ones and for the next choice and justification of the chosen option. Let's consider the main technical characteristics of different types of spheronizers:

- spheronizer QZL (manufacturer Ukraine)

Table 1.

Specifications	QZL-230	QZL-400	QZL-700	QZL-1000
Power (kW)	0.75	2.2	3.7	5.5
Production capacity (l/h)	10–30	40–120	200–600	500–1500

- spheronizer JW (manufacturer Ukraine)

Table 2.

Specifications	Productivity (kg/h)	Granule diameter (mm)	Power (kW)	Dimensions (mm)
5	3–5	0.6–3.5	4.2	900*680*1100
10	5–10	0.6–3.5	8.6	1550*950*1350
30	10–30	0.6–3.5	17	1850*950*1400

– spheronizer JZL (manufacturer Ukraine)

Table 3.

Model	JZL60	JZL130
Distance between two screws (mm)	60	130
Productivity of wet material (kg)	20–50	20–350
Finished product size (mm)	ϕ 0.5–ϕ 3	ϕ 0.5–ϕ 3
Speed of extrusion rods (rpm)	15–16 stepless	35, 47, 60
Motor (kW)	1.5	5.5
Weight (kg)	300	500
External Dimension (L × W × H) (mm)	890 × 650 × 1460	900 × 660 × 1530

– spheronizer BEXROLLER BR300 (manufacturer Belarus)

Table 4.

Model	Power, kW	Quantity, approx., dm ^{3*}
BR150	0,55	0,1–0,4
BR300	1,5	0,3–2,5
BR450	1,5	2–9
BR600	3,0	7–23
BR900	5,5	20–70

– spheronizer model 15 SPHERONIZER G.B.Caveva LTD (England)

Table 5.

Employment	Power, kW	Productivity, kg/h
250гp. – 5 кг	2,2	50



Fig. 1 SPHERONIZER G.B.Caveva LTD

The main indicators of spheronizers of various types are also given in the table 2.6.

Table 6.

The diameter of the working chamber	Power, kW	Productivity, kg/h
Ø230 (CJM-23) (Ukraine)	0.75	10 ~ 100
Ø400 (JCD-40) (Ukraine)	2.2	20 ~ 150
Ø700 (CJM-70) (Ukraine)	3.7	30 ~ 200
Ø1000 (JCD-100)(Ukraine)	5.5	40 ~ 300

The spheronizer is widely used in the granulation of spherical parts and granules (*Kuvshynov, Gondlyakh, 2020: 10*).

The use of a spheronizer consists of four main stages:

1. formation of dry mass (granulation);
2. formation of dry mass into cylinders (extruder);
3. disintegration of extrudate and formation of fragments into spheres (spheronizer);
4. drying of granules.

Production of granules using a spheronizer begins with mixing and dry mixing of the ingredients.

The extruder, having certain dimensions of the matrix, produces extrudates.

The extrudates are then fed into a spheronizer, which forms them into spheroids (balls) of the same size and desired flow characteristics.

Granules undergo further processing to form capsules or tablets.

Usually, the extrusion process helps compact the dry mixture to the point of saturation. We take into account that spheronization is mainly a forming operation that supports the hydrotextral state.

As can be seen from Figure 3, the spheronizer extruder is an assembly of various parts and components. Obviously, each part and component performs different functions, which is described below (*Kuvshinov, Kuvshinova, 2022: 56*).

Let's proceed to the description of the main parts of the extruder:

1. The loading funnel is a cone-shaped hopper into which raw materials are fed and the ingredients are delivered to the working space. Preferably, the location of the hopper is above the table and the auger portion is present at the lower end of the hopper. The speed of the screw, the cross-sectional area of the matrix and the characteristics of the material flow determine the method of adjusting the feed rate.

2. The auger working space is a hollow cylindrical steel body with a screw auger that passes the loaded materials through the loading hopper. In most cases, the trunk consists of a supply unit, a compression unit and a dispenser.

The compression of the ingredients inside the cylinder turns them into a homogeneous mass before entering the die. To achieve shear and compression in a cylinder with a constant diameter, it is necessary to reduce the pitch of the screw or use a conical screw. The dosing device allows uniform mixing of the compressed mass by adding uniform pressure.

3. A limited opening located at the bottom of the barrel forms the required cross-sectional shape for the extruded product. After leaving the dosing device of the cylinder, the mixed mass experiences a pressure drop at the entrance to the die.



Fig. 2. Extruder – spheronizer

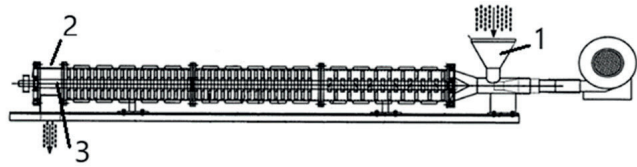


Fig. 3. Extruder – spheronizing machine
 1 – loading funne l, 2 – working space,
 3 – limited opening

The matrix can have one hole or several holes. To obtain a good quality extruded product, it is important to use a matrix without defects and scratches.

Now we will describe the main parts of the spheronizer as part of the Extruder-Spheronizer machine (*Kuvshinov, Kuvshinova, 2022: 56*).

The spheronizer consists of three main parts:

1. circular friction plate;
2. a vertical cylinder with an outlet port;
3. variable speed drive that rotates the plate.

Figure 4 below shows the details and assemblies of the spheronizer.

A-A – axis, 1 – apparatus (device), 2 – rotating spindle, 3 – vessel, 4 – lid, 5 – water jacket, 6 – friction plate, 7 – air spaces, 8 – lever, 9 – blade.

The basic spheronizer machine has a round disk with a rotating drive shaft. It rotates at high speed near the base of a stationary cylindrical bowl.

The friction plate is the main part of the spheronizer with a grooved surface to increase the friction force. The shape of the friction plate, which is used in the spheronization of extrudates, affects the properties of the granules.

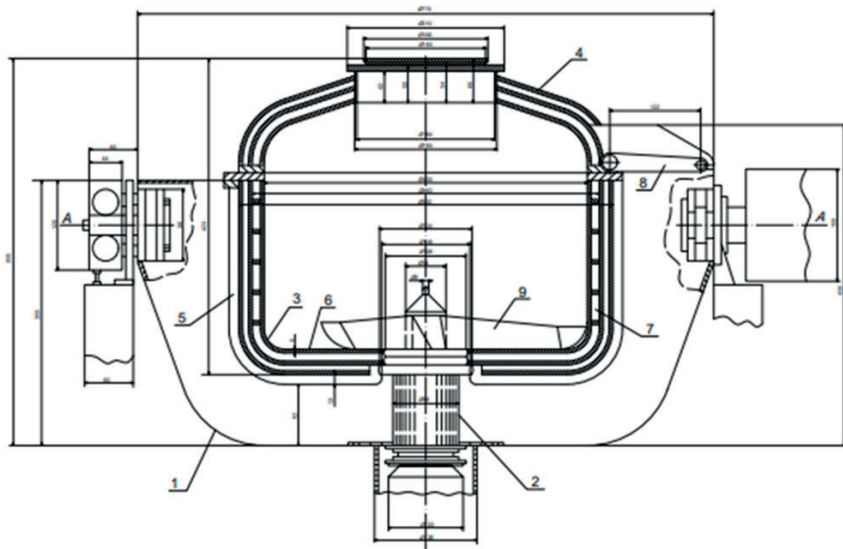


Fig. 4. Spheronizer

The scraper is a component of the spheronizer intended for the operation of cleaning dust particles from the wall of the bowl and the friction plate.

A water jacket is a spheronization chamber. It has a water jacket, which facilitates the cooling of the equipment.

The effects of various aspects of granulation or mixing may be underestimated. In most cases, mixing may have little effect on the spheronization process. Of course, this can also refer to the end product result. During development, it is desirable to maintain constant granulation / mixing parameters.

Extrusion is an important process for the preparation of particles that enter the spheronization process. The diameter of the extrudate applied during the spheronization process determines the final size of the granules.

For example, to get spheres with a diameter of about 1 mm, you need to use a 1 mm die on the extruder (Fig. 5). However, it is recommended to use dies with slightly larger diameter holes to compensate for shrinkage after drying (*Harshada Dattatraya Dalvi, 2018: 608*).

In a spheronizer, it is convenient to make spheres with a diameter of approximately 0.4–10 mm.

The process of spheronization (Fig. 6) begins with the addition of extrudates to the spheronizer, which fall onto the rotating plate (Fig. 6a). During the early interaction of the friction plate with the cylindrical granules of the extrudate due to the occurrence of bending and tensile stresses, the destruction of the long cylindrical granules of the extrudate into sub-fragments occurs, the length of which reaches from 1 to 1.2 times their diameter (Fig. 6b). These fragments then collide with the wall of the bowl, which in turn throws them back into the middle of the friction plate. Centrifugal force pushes materials outward from the disk.

These cylindrical fragments are gradually rounded, bumping into each other, the wall of the bowl and the plate. Continuous collision of particles with the wall of the bowl and pushing back inside the friction plate develops through the wall of the bowl (Fig. 6c). Typically, this collision will gradually transform the cylindrical fragments into spheres. This will happen as long as the granules are plastic enough to facilitate deformation without breaking. It is important that continuous movement is necessary for the formation of optimal spheronization.

During the process, the shape of the fragments constantly changes and, when they have reached the required spherical shape (Fig. 6d), the spheronization chamber opens its outlet valve and the granules are removed from the spheronizer. In this connection, it is possible to obtain a narrow distribution of particles by diameter.



Fig. 5. Filliera

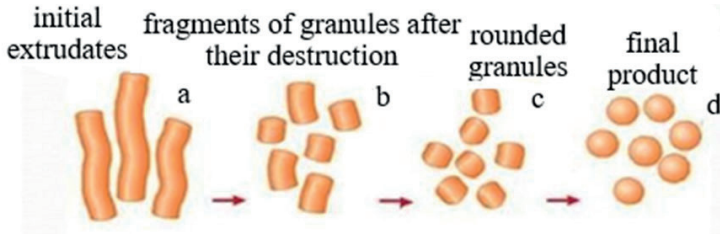


Fig. 6 Process of spheronization:

a – initial extrudates, b – fragments of granules after their destruction, c – rounded granules, d – final product (granules in the form of spheres)

The purpose of the research is to determine the dynamic characteristics of the granules. Nowadays, the finite element method is widely used to solve this kind of problems (Kuvshinov, 2021). In this work, a study was conducted to determine the dynamic characteristics of a polymer spherical particle, which is in a spheronizer, within the framework of the Abaqus system. A calculation scheme was built for effective modeling by the method of finite elements of the contact interaction of a polymer granule made of Tecamid 66 material with a friction plate of a spheronizer.

As a calculation model, a scheme was chosen, the general view of which is shown in Fig. 7, which consists of: friction plate 1, polymer particle 2 made of Tecamid 66 polymer material and contact layer 3 to simulate the effect of polymer particles that surround the studied granule in the spheronizer.

A finite element model is built in the Abaqus system (Fig. 8). To simulate the process of movement of the pellet along the radius of the friction plate, a finite-element model with a plane of symmetry, which is presented in Fig. 8a. A finite-element model without a plane of symmetry (Fig. 8b) was built to study the dynamic characteristics of the granule when it moves along the circumferential coordinate of the friction plate.

As a result of the performed numerical experiments, graphs of the dependence of the reaction at the point of contact of the granule with the friction plate and the reduced Mises

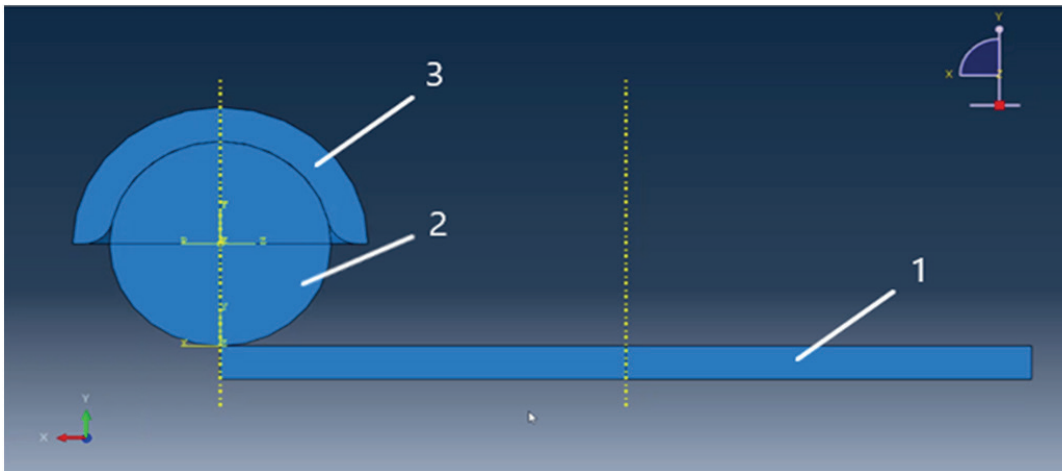


Fig. 7. Calculation model: 1 – friction plate; 2 – polymer particle; 3 – contact layer

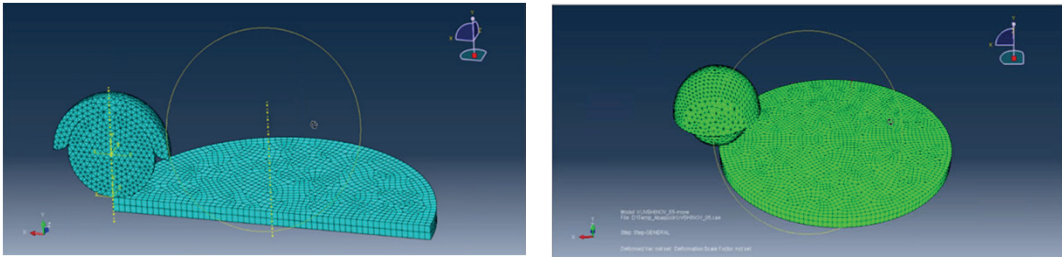


Fig. 8. Finite element models: a – finite element model with a plane of symmetry, b – finite element model without a plane of symmetry

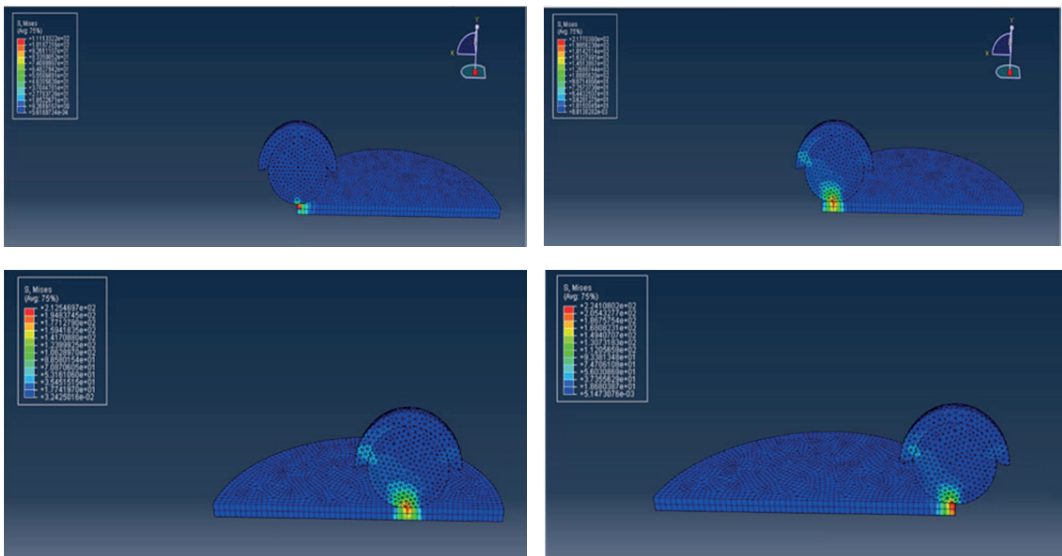


Fig. 9. Evolution of the process of contact interaction of the plate with the polymer granule: a – distribution of reduced stresses according to Mises at the first time step, b – distribution of reduced stresses according to Mises at the third time step, c – distribution of reduced stresses according to Mises at the eighth time step, d – distribution of reduced stresses according to Mises at the tenth time step

stresses, taking into account the friction coefficient, were obtained. The results of these studies are shown in Fig. 10.

Analysis of numerical simulation results shown in Fig. 10, shows that the dependence of the reduced Mises stresses on the friction coefficient is significantly non-linear (red curve in Fig. 11). The interpolation function (Approximating dependence), which is built on the basis of the maximum values taken from the diagrams of fig. 10, is well described (up to 2%) by a fourth-order equation.

The analysis of these results allows us to draw the following conclusions: 1 – when the coefficient of friction is less than 0.1, linear deformation of the granules occurs; 2 – if the coefficient of friction is in the range from 0.1 to 0.27, significant plastic deformations occur when the granule is deformed; 3 – starting with a friction coefficient of 0.3 and more, at the

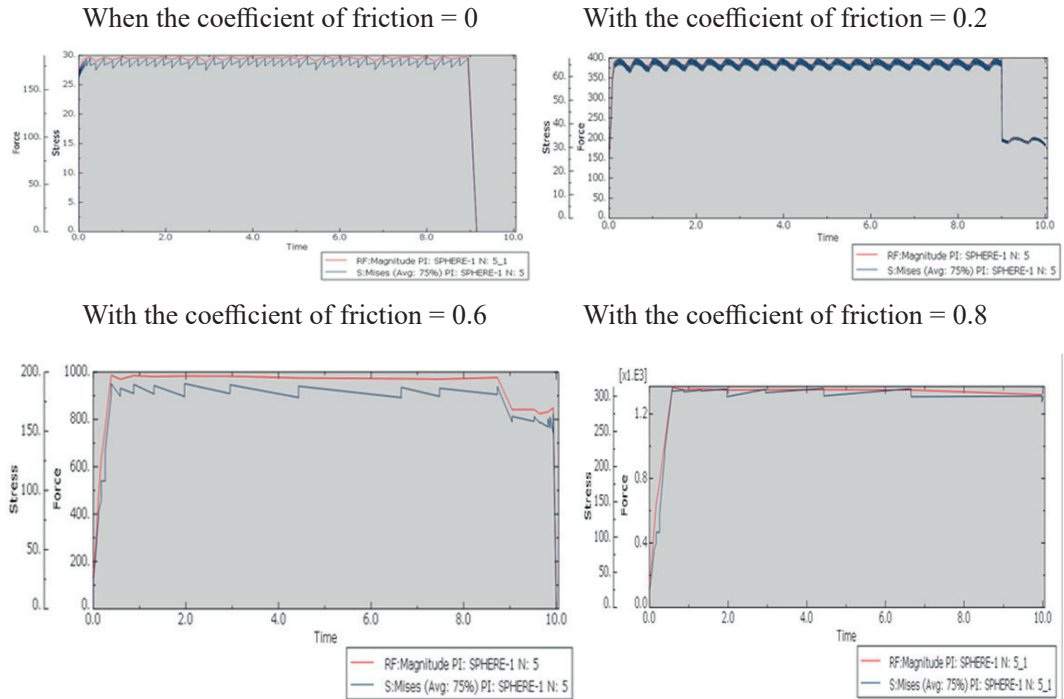


Fig. 10. Diagrams of the dependence of the reaction (Force, H) at the point of contact and the reduced stresses according to Mises (Stress, MPa) depending on the coefficient of friction (reactions are marked in red, and stresses in blue)

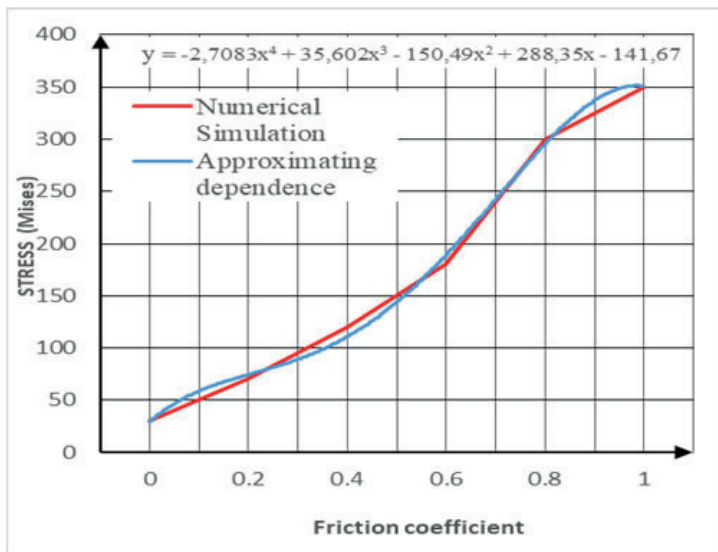


Fig. 11. Interpolation function of the dependence of the Mises-induced stresses at the point of contact of the pellet with the friction plate on the friction coefficient

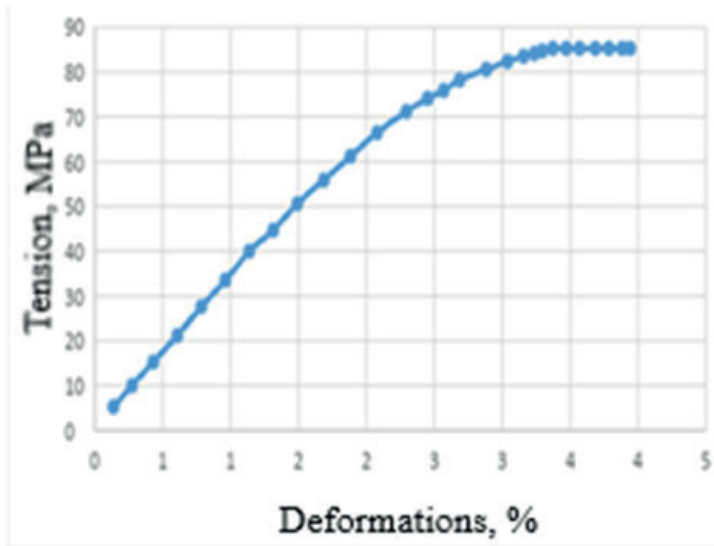


Fig. 12. Tecamid 66 plasticity diagram

point of contact of the granule with the friction plate, stresses are reached that exceed the limit of the bearing capacity of the Tecamid 66 material, which leads to the appearance of fracture zones.

4. Conclusion

In the work, the spheronizer was considered with the study of the dynamic characteristics of granules in a polymer suspension.

The article examines in detail the field of application and purpose of the spheronizer and describes its technical characteristics.

Granules or beads made using extrusion-spheronization provide the following advantages over conventional drug delivery systems:

1. Generates spheroids with a high loading capacity of active components without creating excessively large particles.

2. Produces particles of a constant size, with a narrow size distribution and exceptional flow characteristics.

3. Allows to successfully cover spheroids due to their low ratio of surface area to volume and spherical shape.

4. Involves mixing and assembling granules containing different drugs in one dosage form. This allows the delivery of two or more drugs.

5. Pellets are often used in a controlled release delivery system. This is due to the fact that there is a possibility of dispersion of free spheroids in the gastrointestinal tract.

In addition, it provides flexibility for further improvement.

6. Increases the safety and effectiveness of active components.

Therefore, the considered equipment is fully operational.

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ORGANIZATIONAL AND TECHNOLOGICAL PROBLEMS OF INTELLIGENT INTERACTION OF ROAD AND SEA TRANSPORT

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Summary

This article is devoted to the issues and related problems of intelligent interaction of road and sea transport in the organization of multimodal international transportation.

Since, today, the bulk of transportation is carried out with the participation of two or more types of vehicles, a multimodal delivery scheme is in most cases the only possible one when sending goods to another country, as well as to achieve an optimal ratio of quality, price and time. However, there is a problem of inconsistency in the technological process, due to the lack of development of the information management system. The article deals with the main problems of vehicle interaction, shortcomings in the process of intellectual interaction of elements of the transportation process, and their impact on the organization of transportation in the context of a conditional enterprise. Insufficient attention is paid to resolving issues of interaction and eliminating the causes of its inefficiency, while any complex system, which is undoubtedly a transport and logistics system, taking into account the requirements and security conditions imposed on it, in order to optimize, automate processes and smoothly organize work and interaction between individual elements of the system, it is necessary to detailed ordering and systematization of operations and actions that occur in the processes of this system. The main limiting factor for successful interaction is the lack of an intelligent management model in the organization of the transport process.

Key words: intelligent model, information flow, consistency, multimodal transportation, transportation process, system.

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1. Introduction

The complexity of organizing international transportation is reduced to the fact that the use of only one type of transport is most often insufficient to deliver goods from the point of departure to the destination, and the transport of goods by road and sea is a common delivery scheme in international traffic. Based on this, the issues of transport logistics related to the interaction between different modes of transport, one way or another, constantly arise in the production process of transport companies.

Considering that in order to ensure the effective provision of logistics services, transport companies must take into account all the nuances that are associated with the problems that

inevitably arise after the transfer of cargo, during delivery, from one mode of transport to another, it is necessary to consider the problems of interaction between road and sea transport in multimodal international transportation

The relevance of the research topic is beyond doubt, since transport is indeed the most important component of the state's business cycle, and effective interaction of all key elements of the transportation process requires not only the choice of optimal modes of transport, but also their consistency, depending on the specifics of the location of counterparties and the availability of appropriate infrastructure.

One way or another, the organization of the transport process and the formation of cargo supply chains is implemented through operational data exchange and information transfer between participants in the transport process, as well as operational management to meet the needs of the transport services market. In order to ensure a decent level of transport service quality, it is necessary to use information systems and software packages that allow for analysis, planning and support in making managerial decisions.

The purpose of the study is to introduce progressive principles of organization and management of transport processes in freight-forwarding activities based on intelligent information technologies, which will contribute to improving the quality of transport services.

Main research objectives:

- analysis of available methods and principles of organizing freight-forwarding activities at a conditional enterprise;
- the ability to reduce paper document flow and interpersonal communication by phone;
- improvement of methods of organization and management of information flow in the process of transport forwarding.

The object of research is an information control system and a system for managing the technology of transport processes in the provision of forwarding services.

2. Conditions for successful interaction between road and sea transport

Successful cooperation between different modes of transport is ensured by the consistency and coherence of operations on different modes of transport that are involved in the overall cargo transportation process.

In the course of analyzing the practice of the transportation process, it became clear that the interaction of various modes of transport depends on many conditions, including technical, technological, organizational and managerial ones (*Levin B.A. et al., 2015:56*).

The technical side of the interaction problem is caused by the insufficient level of structural and capacity unification of all elements of different types of transport involved in multimodal transportation. This requires:

1) coordination of the through put and processing capacity at the junction lines followed by cargo flows, as well as individual devices in the nodes, for example, the capacity of portside motor transport terminals and berths, the adaptability of equipment to transshipment of goods from cars to ships and back, the capacity of warehouses, the capacity of transshipment equipment, etc. should be taken into account;

2) Parameters of a rolling stock of interacting modes of transport should be compared. In particular, they must correspond to the carrying capacity and specialization of the vessel and vehicles;

3) The availability of a reliable and convenient telecommunication system and efficient means of communication, primarily between the operational device that provides the transportation process in transport hubs and directly on the lines adjacent to the nodes.

The complexity of the technological aspect of the problem lies in the need to subordinate cargo handling operations in transport hubs to a single order, without which it is not possible to quickly and efficiently transfer goods from one mode of transport to another. The success of resolving this issue also depends on the level of information management development at the enterprise, since it is necessary to ensure careful coordination of industry technological processes among themselves.

With regard to the organizational aspect of the transport process, the problem of interaction is resolved by the adoption of a unified system for operational planning of current work and comparison of traffic schedules of transport units (Bubnova G.V. et al. 2017:93). The unity of the operational planning system can be achieved by establishing unified forms of daily and shift plans on all elements of the node, introducing a single time for the start and end of work shifts and observing the established procedure for exchanging the necessary information about the planned movement of traffic flows.

The management system, or rather operational decision-making, also has a significant impact on the process and results of operational work at the junctions of interaction and during the entire transportation process. The productivity of this command depends not only on compliance with all the above conditions, but also on the effectiveness of the existing information structure in the enterprise. Based on the experience of the company's management, it follows that the formation of a so-called unified management center, designed to make effective management decisions, based on up-to-date information obtained in real time, gives positive results.

A significant improvement in the quality of interaction between different modes of transport, according to all these criteria, can be achieved by implementing an intelligent model of the quality control system for the transportation process.

3. Organizational and technological problems of interaction between road and sea transport at the enterprise

One of the weak points of the transport process in the organization of multimodal transport is the junction between road and other modes of transport. This is especially true when transporting export cargo through seaports and land border crossings.

The main reason for this situation is the irregular and uncoordinated supply of cargo to ports and transshipment points, as well as the insufficient development and use of existing processing capacities for transshipment of cargo to other modes of transport. Irregular and uncoordinated delivery of cargo to transshipment points occurs due to the lack of a single transport conveyor, disunity of types of ownership and management systems of transport and other entities involved in the technological process of transportation.

In order to develop measures that can significantly improve the quality of interaction between road and sea transport, was analyzed all the circumstances that contribute to delays of vehicles approaching to seaports at the conditional enterprise "X", after which they were grouped and hierarchized with respect to the main causes, as well as factors of influence of level 1 and 2. The first level includes the most significant factors that directly affect the main causes, and the second – factors that affect the factors of level 1. The results of the study are shown in the Table 1.

Table 1

Pins and factors influencing the quality of interaction between road and sea transport at the enterprise

Causes of problems of interaction between road and sea transport	Contributing factors	
	1 level	2 level
1. Uncoordinated supply of cars and ships	1.1. Lack of information about the approach of vessels	-freight of vessels by foreign buyers; -failure to provide data when loading by the sender
	1.2. Lack of control over the agreed supply of cars and ships	- there are no calendar schedules for the agreed supply of cars to the ship's arrival.
	1.3.Failure to comply with the "just-in-time delivery" principle	- lack of logistics principles for managing cargo flow promotion
2. Non-development of the declared volume of transshipment by the port	2.1. Insufficient processing capacity of loading and unloading mechanisms (LUM)	- equipment breakdowns; - insufficient number of LUM
	2.2. Lack of available storage areas	- lack of ships; - insufficient storage capacity
3. Uneven arrival of cargo in cars at the port station	3.1. Loading in excess of the request without taking into account the port's transshipment capabilities	-the consequences of the lack of an intelligent information flow distribution structure
	3.2. Uneven shipment	- violation of shipment schedules
4. Force majeure	4.1. Storm	- Weather conditions
	4.2. strong wind	
	4.3. ice conditions	

Based on this table, a diagram is constructed that clearly demonstrates the hierarchy and interdependence of the entire complex of factors that contribute to vehicle delays on approaches to seaports. The Ishikawa causal diagram is shown in Figure 1.

In order to determine the significance of each of the above factors for further research, we use the method of expert assessments. The results of the evaluation are summarized in Table 2.

As can be seen from the research materials, a significant proportion of the reasons associated with uncoordinated supply of cars and ships, as well as uneven (condensed) supply of cargo to ports, is due to the following factors.

Table 2

Percentage of reasons related to car delays

Main reasons for vehicle delays	Specific weight, %
1. Uncoordinated supply of vehicles and vessels	40
2. Uneven arrival of cargo at the station	35
3. Failure to meet the planned standards of port overload	20
4. Force majeure (bad weather)	5

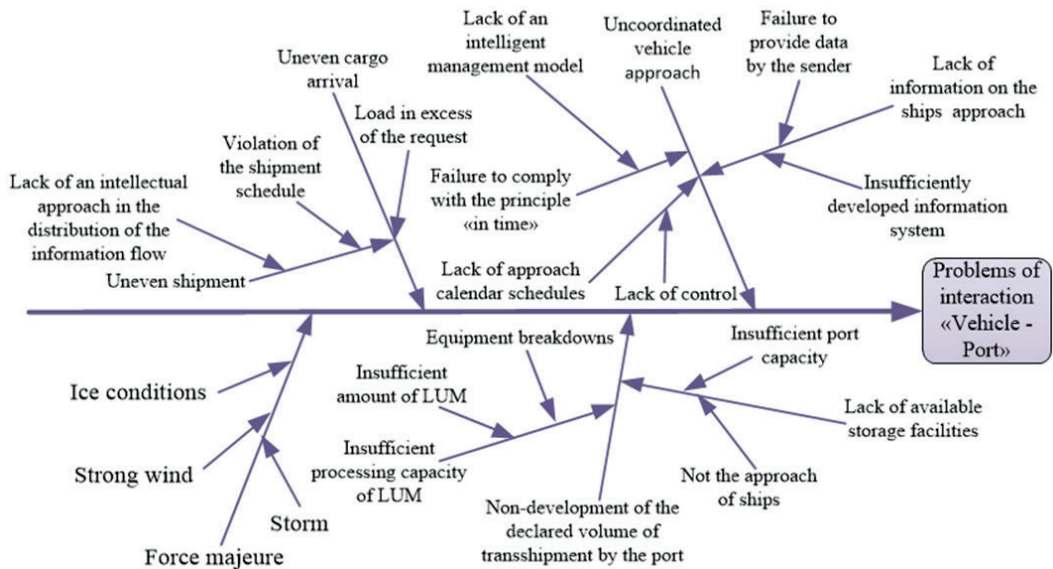


Figure 1. Isakov's causal diagram of «Vehicle-port» interaction problems

The first factor. The effectiveness of multimodal transport primarily depends on successful interaction at the «Car – Port» level. It is necessary to isolate yourself from the stereotype that the interaction of road and sea transport begins and ends in the port. A seaport is a fixed infrastructure element in a given transport logistics chain with a clearly defined strategic goal – transshipment of cargo from road transport to sea and back – and by definition should not and cannot engage in interaction between road and sea transport. Currently, the «car-port» interaction can function effectively only with the creation of a new technology for the interaction of modes of transport.

The second factor. The shipper is not interested in the speedy transshipment of the cargo. The current practice of concluding international sales contracts between sellers and foreign buyers on the terms of FOB (Free on board) does not contribute to the organization of a clear and well-coordinated organization of cargo transshipment from road to sea transport. In accordance with this condition, the ship's freight is carried out by a foreign buyer, who plans to bring the ship in such a way that the cargo is already in place.

More progressive is the CIF delivery (Coast, Insurance, Freight). In this case, the seller, in accordance with the contract of sale, is responsible for its delivery on a "just-in-time" basis to the port of destination.

The difference in the organization of information flow at the stage of transportation under the terms of delivery of FOB and CIF is shown in Figure 2.

The organization of the material and information flow in the case of mixed road and water cargo transportation under FOB conditions also determines the system of preliminary and accurate information on the arrival of a vessel at the seaport at the present time at the enterprise. The date of arrival of the vessel at the seaport is determined by the foreign charterer on the basis of information from the supplier about the shipment of the cargo and the date of arrival of its transshipment point. This information is transmitted through a representative of the shipper to the port that is the recipient of the cargo in the territory of the country of departure. Accurate

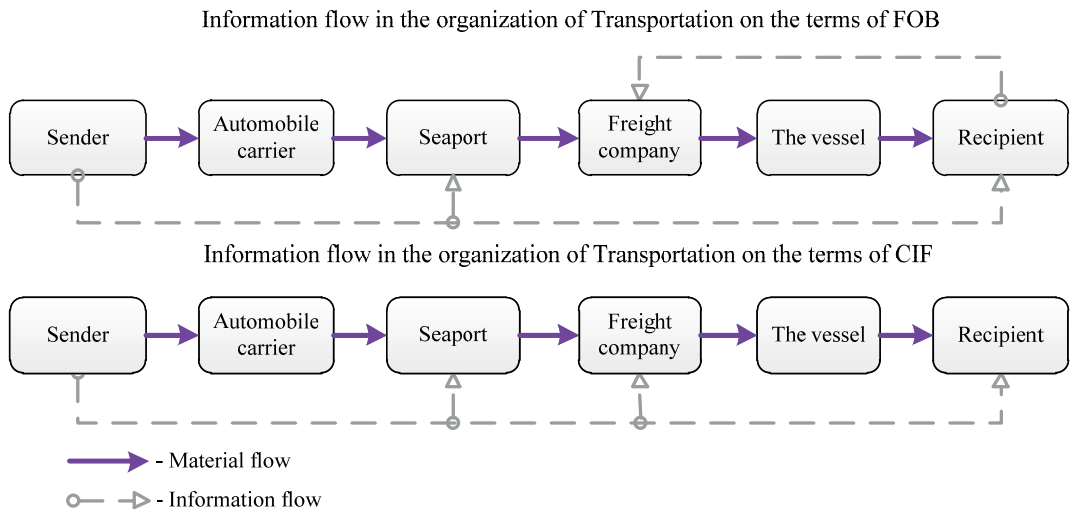


Figure 2. Organization of information flow under different delivery conditions

information about the arrival of the vessel comes from the captain of the vessel, who, through the chief dispatcher of the port, requests permission to enter. And the port station receives preliminary and accurate information already from the port.

Figure 3A shows the current flow pattern of preliminary information about the approach of ships to the seaport, and proceeding from this, we can identify the third factor contributing to the problems of compatibility of road and sea transport at the enterprise - the level of awareness of enterprise "X" about the approach of ships does not correspond to the realities of today and should be improved in terms of timely receipt, as well as the possibility of using it to coordinate the supply of cars and vessels. The use of currently obtained information may not be effective for the following reasons. First, the lack of financial responsibility for the quality of information does not encourage its reliability. Secondly, obtaining information in the last place deprives the car carrier of the ability to manage the supply of vehicles on equal rights with the port based on their own and joint interests.

And third, the presence of even reliable information in the absence of an intelligent information structure within the enterprise "X", which could use it to organize the delivery of exactly the cargo that the ship is suitable for, makes the information useless.

Thus, one of the main reasons for the downtime of cars in the port is the lack of coordination on the supply of vehicles with exactly the cargo that the ship arriving at the port plans to pick up. Cars are processed by the port not in the order of receipt, but for a specific vessel, therefore it is necessary to organize the supply of goods necessary for the loaded vessel, which can be significantly facilitated by the introduction of an intelligent information exchange system between participants in the transportation process in total using innovative telematics tools.

4. Measures to implement ITS in the enterprise

It is obvious that the existing model of managing transport and logistics processes of enterprise "X" requires serious adjustments in favor of using intelligent methods of managing the transport process and information flow. In this regard, the need for a new approach to the

organization of multimodal transport is determined by the following provisions that follow from the analysis of the current situation:

1. When organizing multimodal transport, it is necessary to move to the «Road – sea transport» level, while simultaneously improving the forms of interaction at the «station – port» level.

2. When entering into international sales contracts under the terms of FOB delivery, it is not advisable to rely on the shipper's interest in the speedy transshipment of the cargo, since he does not affect this process.

3. It is necessary to change the system of informing the road carrier about the approach of sea vessels, while creating a telematics structure that can use this information. It is mandatory to create a highly efficient information environment at the level of the route and management of transport processes in mixed traffic, namely, the organization of control over transport and cargo units along the entire route and informing key participants in the transportation process about this;

4. Orientation in the organization of multimodal transportation to the seaport as a representative of maritime transport is unpromising, since it is not a carrier and, moreover, its interests are much closer to the interests of shipowners than to a forwarding company.

Based on this, the most effective reserve for improving the quality of interaction between road and sea transport is the application of an intelligent approach to managing multimodal transport, to achieve which the following organizational and technological measures can be identified:

First. It is necessary to organize planning for the supply of motor vehicles for specific vessels. To do this, we need to change the system of information interaction between the seller, port and carrier at the enterprise level. The scheme of the proposed information interaction is shown in Figure 3 B.

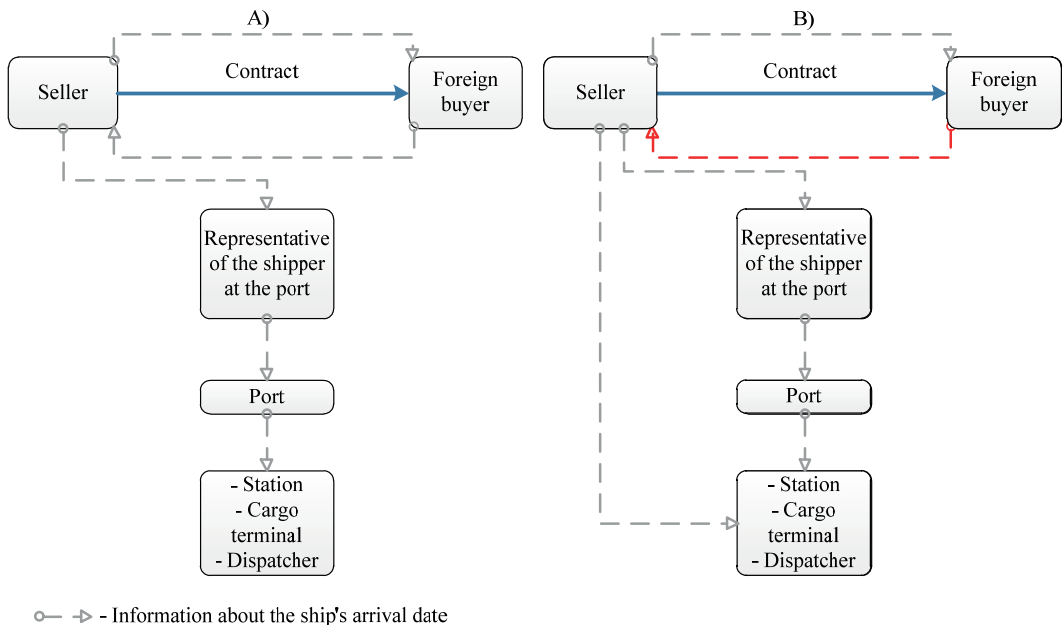


Figure 3. Flow diagram of information about the arrival of ships:
A – the current flow diagram of the information flow; B – the proposed flow diagram of the information flow

Such an organization of information interaction will allow the motor carrier to manage the supply of vehicles and eliminate their accumulation due to inconsistency in the arrival of rolling stock of an adjacent type of transport.

Second. As noted above, it is advisable to introduce intelligent logistics management methods to control complex interaction processes at the junctions of the transport corridor and make effective decisions in the field of transportation process based on high-quality information support.

The task of creating a rational, economically feasible and mutually beneficial structure for managing cargo flows in multimodal transportation for all participants in transportation should be solved in the direction of forming a transportation management system that provides enhanced interaction at the level of «road carrier-sea transport» and includes as subsystems corporate logistics centers created on the basis of portside highways-branches of the enterprise "X". In turn, the basis of the system should be a regional transport and logistics center, the purpose of which is to increase the volume of transit cargo transportation through sections of international transport corridors by improving the level of organization of export-import and domestic transportation in mixed road and water transport.

5. Development of an adaptive model of hardware control in the interaction of road and sea modes of transport

A transportation management system that provides enhanced interaction at the level of road carriers and sea transport, including as subsystems corporate logistics centers created on the basis of portside highways of enterprise branches X should be formed on the basis of intelligent concepts of dispatching management of the entire cycle of the transportation process. To do this, it is necessary to develop intelligent concepts of the formed processes of the dispatching center. In this article, we propose the formation of a computational apparatus based on neural networks (*Gallant S.I., 1993:98*). This approach will make it possible to form an adaptive model of hardware management of the «sender – carrier – port-recipient» communication system.

The requirement of adaptation in the process of performing a given task, without prior training in a specific environment, is a fundamental distinguishing requirement of the problem statement of this adaptation model (*Gubin S.V. et al., 2009:24*).

To implement an adaptive management system (hereinafter referred to as the management system), we will use a topology with two newly proposed components – the decision maker component and the teacher component. The main decisive component will be the decision maker. It receives input information about the current state of the environment, the current state of the object, and outputs control actions. The most important part of the system is the training component, which is the dispatching control center, which operates on the basis of an intelligent concept of monitoring the transport process. In turn, the transportation process itself is an object of management. It is in the dispatcher control center that the state of the environment is evaluated from the point of view of changing behavior tactics, and also changed rules of behavior of the entire system are formed. The input of this component is provided with information about the state of the environment processed by the sensor component.

The management system (hereinafter referred to as MS) must maximize the Efficiency coefficient (EC). EC is used to identify a change in the behavior strategy that has improved or worsened the overall performance score. This EC is the main source of information for building an effective self-learning scheme. In this case, EC is calculated based on processing

information about the external environment, the object, and the nature of the object's interaction with the environment.

The entire system as a whole is built on a single neural network of the developed topology. The topology is shown structurally in Figure 4:

We introduce the following notation:

t – time (control cycle);

SMP a (t) – rules of self-study for each teacher;

SMP b (t) – decision maker component management rules;

EC (t) – Efficiency coefficient per iteration;

$a(t)$ – the effect of the control system on the control cycle t , where $a(t) \in A \{a_1, a_2 \dots a_n\}$;

$s(t)$ – the state of the object on the control cycle t , where $s(t) \in S \{s_1, s_2 \dots s_n\}$;

A – the impact space of the MS;

S – the object's states space;

AP – adaptation parameter – an element of the decision maker's management rules that is changed to adapt the management rules;

$\tau(EC)$ – volume of the change history EC;

$\tau(AP)$ – the amount of the AP change history.

We will also introduce several definitions related to time:

Iteration – the completed object management cycle, i.e. the cycle between the impact of the external environment and the response of the control system to it.

Critical time τ – the time set by the developer, during which the system must restore the specified efficiency coefficient, otherwise the system does not complete the task.

Additional training period τ_n – the time it takes for the system to reach it again if the set value of the efficiency coefficient is lost. Defined as:

$$\tau_n \leq \tau_3$$

It is proposed to use the efficiency coefficient λ :

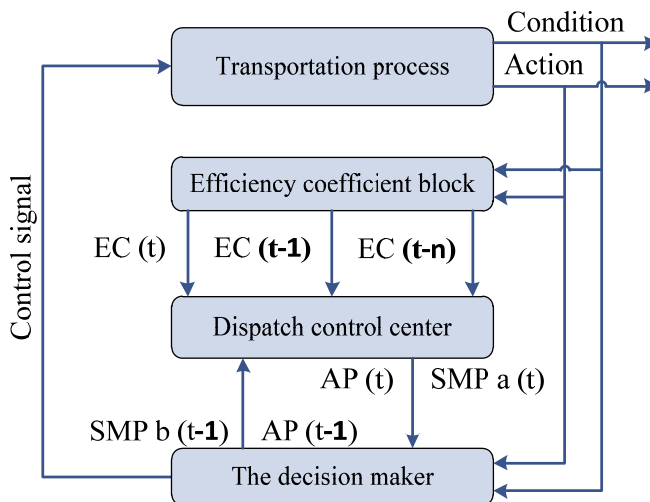


Figure 4. Internal Teacher Topology

$$\lambda_i = \frac{A_i}{E_i}$$

where i is the number of the time quantum (iteration, one completed control cycle) for which we calculate the coefficient,

A_i – a dimensionless indicator of the useful activity produced by the object,
 E_i – a dimensionless indicator of resources spent.

EC is written in a generalized form. It is calculated based on processing information about the external environment, the object, and the nature of the object's interaction with the environment. When using the developed topology in different systems, the efficiency coefficient should be calculated differently. EC is calculated in a separate component and manages the self-learning process.

The Efficiency coefficient block stores the change history (ECB). This is necessary to calculate the dynamics of EC changes. For each of several periods, the average EC values are calculated and compared for neighboring periods. We are interested in fuzzy values of dynamics: EC decreased; EC has grown; EC has not changed.

Then these indicators are sent to the teacher's input, which, according to the rules of self-study, determines whether a modification of the management rules is necessary and modifies them if necessary. The length of the history, as well as the parameters for calculating the average EC, must be modifiable, and adjusted depending on the environment and object. During the operation of the control system, it is desirable to meet the following conditions:

$$\lambda(t) \leq \lambda(t+1) \dots \leq \lambda(t+n)$$

Thus, due to the self-learning policy, EC growth should be ensured EC during the operation of the system. But the algorithm does not guarantee the growth of reinforcement.

Teacher inputs – changes in the efficiency coefficient for the last time period (or for the last few) and changes in the main parameters of the environment (one or more). Teacher output – modified control rules passed to the solver. The teacher is implemented as a traditional non-adaptive task force using a neuralnetwork that implements a fuzzy function. The fuzzy function takes as input the EC dynamics, the object state, and changes in adaptive parameters of control rules. In this example, the environment is ordered, but cannot be predicted by a mobile robot while moving. The robot adapts to the nature of the environment, being able to work out a completely different environment (for example, a completely chaotic pile of barriers), while spending limited resources.

The internal device of the teacher is a layer-by-layer fully connected neural network with 1 hidden layer. Teacher inputs – changes in EC for the last time period (or for the last few), plus adaptation parameters (one or more) for the previous time period. The teacher outputs the modified AP values (Figure 5). The teacher implements the SMP self-study policy. To implement the principle of self-learning, we introduce a general form of functions that calculate AP and EC:

$$\begin{aligned} EC_t &= F(a_t, s_t, EC_t, AP_{t-1}, \dots), \\ AP_t &= Z(AP_t - 1, Est, Est - 1, \dots), \end{aligned}$$

Note that F is not an inverse function of Z and vice versa, that is, there is a decomposition of functions, thus, the politicians the SMP_a and $SMP_{B \text{ policies}}$ depend on S_p, A_p, EC, AP , and possibly other parameters.

The rules of the teacher's self-study change the AP and are formulated as follows:
 if the EC value has decreased, then we change AP in the opposite direction from the previous changes.

if the value has increased, then we continue to change the AP in the direction from the previous changes.

if the value has not changed, then depending on EC, we either leave the current rules (if EC is satisfied), or randomly change the applied rule.

Let's present the rules for changing AP in the form of products, in the case of one adaptation parameter of the system and :

$$\downarrow EC(t)S(\downarrow AP(t-1))S(\downarrow EC(t-1))\Rightarrow\uparrow AP(t),$$

$$\downarrow EC(t)S(\downarrow AP(t-1))S(\downarrow EC(t-1))\vee\uparrow EC(t-1)\Rightarrow\uparrow AP(t),etc.$$

The step of changing AP should be reduced depending on the relative magnitude of the EC change in order to maximize it when implementing the search for the global maximum of EC.

When developing an application implementation, it is necessary to analyze the problem and specify the rules of self-learning for the needs of a particular enterprise. The system must adapt to changes in the environment. The environment behaves non-deterministically. However, despite its nondeterminism, it is necessary to distinguish such classes of environmental impacts that the system will work out.

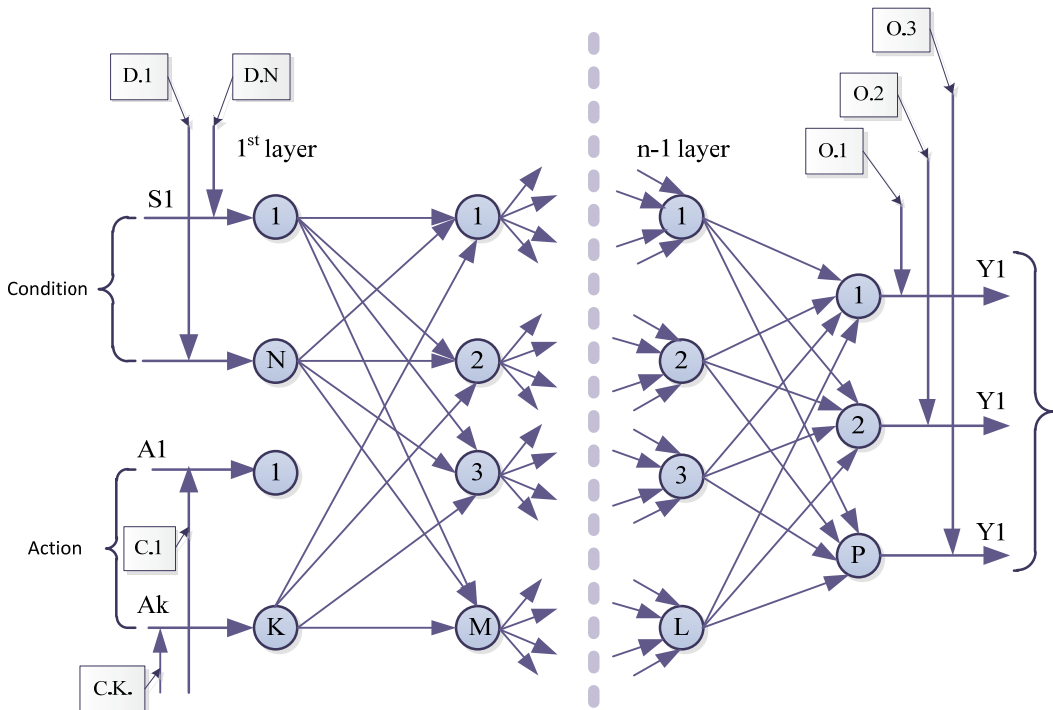


Figure 5. Teacher in neural network implementation

The managed object has several AP, effectively managing all parameters under any environmental influences, we can say that the control is effective in general. But this kind of management is generally impossible. Thus, it is necessary to select such AP objects that need to be managed for effective management in such environmental impact classes, which we discussed earlier. Then, the initial task will include the following items:

- allocation of system-critical classes for the impact of a non-deterministic environment on an object.
- selection of AP objects that the control System will adaptively manage, implementing the task and working out the effects of the environment.

Next, it is necessary to formulate the rules for managing the object (the necessary AP of the object) without adaptation. Rules (predicates, fuzzy rules, etc.) will describe the control of the object by the Solver without adaptation. The next step will be to finalize the management rules (management policies):

- it is necessary to select the components of management rules that will adapt adaptively to the environment.
- it is necessary to provide for such behavior of the decision maker and the proposed set of rules, when some rules are added or removed (i.e., when adapting, some rules may appear or disappear).

The above is necessary in order to formulate a self-learning policy in accordance with the needs of the enterprise. The policy should be that the nondeterministic impact of the environment affects the management rules themselves. In this case:

- environmental impact that does not have the character of a radical novelty should be worked out by the management rules without changing them.
- environmental impacts that are new and unknown to the management system should lead to adjustments to the set of management rules (changes, additions, and deletions of rules).

At the end, it is necessary to work out in detail all the nuances of the rules of self-study. The previously identified patterns of environmental changes, as well as the methods of changing rules developed to work them out, require more clear instructions for self-learning, focused on the tasks set at each specific enterprise. At the output of the self-learning rules, we must have parameters (all necessary) for changing the management rules. At the input – the dynamics of changes in reinforcement (efficiency coefficient). Thus, we'll get two sets of rules-modifiable control rules and self-study rules.

6. Conclusions

The issue of interaction between different modes of transport in multimodal transport is one of the most important today, since the insufficient level of consistency complicates the process of commodity exchange, and also significantly reduces the efficiency of using rolling stock of different modes of transport. The lack of consistency between the participants in the transport process leads to downtime of heavy vehicles in port terminals, which can be avoided by introducing an intelligent model for managing the transport and information flow at the enterprise.

To implement the functions of intelligent management and control, была проведена оценка the existing information management system at the enterprise was evaluated, and the reasons and factors contributing to the deterioration of the quality of interaction between road and sea transport were identified. Based on this, measures were proposed to improve the level of efficiency of logistics and transport management.

Using the achievements of scientific and technological progress in the field of informatics and digital technologies, it is possible to implement the methodology of logistics management by:

- Digitalization of logistics management processes, namely: by introducing digital and computer-based management tools into the processes;
- Use of innovative software and information systems that automatically perform the functions of planning, forecasting and making effective management decisions.
- Development and assignment of new data transmission standards;
- Use of modern equipment and software for receiving and transmitting digital information.

These results will make it possible to provide high-quality control over all stages of the transportation process, which will allow us to quickly identify problem areas that lead to inefficiency in the existing operational process management schemes at the enterprise. In addition, these achievements and an understanding of the essence of intelligent transport systems provide the necessary information and requirements for the development of new, more efficient ways of organizing and managing traffic flows in the future.

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