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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 55 (6) (2022)!

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

The collected papers and their objectives represent researches in linguistics, intercultural communication and education. Among them: various theories about the origin of language, language means of expressing implicit evaluation in contemporary political discourse, genre invariants of modern advertisement, feasibility of implementing information and communication technologies in the process of foreign language teaching, mystical symbols in the culinary discourse of Joan Harris's novel "Chocolat", theoretical aspects of the literary text adaptation into film script, the origins of medical terminology.

The authors in the sphere of education elicit pedagogical aspects of forming a successful pupil's personality, principles of formation of listening skills of students in higher educational institutions, practical works in primary school physics course, quality management technology for the training of bachelors in physical education in the environment of the university (on the example of the prc), remote education using expedience, advantages, disadvantages, comparison to the non-remote learning in Ukrainian higher educational establishments under war conditions.

PNAP also highlights the current problems of modern society, such as conceptualization of Ukraine's foreign policy choice as a marker of democratization, the role and place of public control in the legal mechanism for the prevention of penitentiary crime in Ukraine, the main subjects of the implementation of the youth policy of Ukraine and the regulatory and legal regulation of their interaction, representative democracy, the evolution of approaches to the judicial corps formation in the us (from the ideas of Albert M. Kales to the plan of Sandra D. O'connor), sociological perspectives of the study of the war factor in the dynamics of compliance with anti-pandemic measures (on the example of front-line Kharkov), netocracy as a form of information society management, mechanisms and principles of interaction between public administration entities in cross-border cooperation.

Authors in the sphere of health, environment, development elicit modern approach to condition of hard tissues of teeth in children with cerebral palsy, sources of traumatic experience and cross-contour mental health recovery technology, specific characteristics of mental status in patients with rheumatic arthritis depending on sex, the influence of melatonin on the activity of the main enzymes of antioxidant protection in the heart of rats with dexamethasone diabetes.

We thank our authors, who have already sent their scientific articles to PNAP, and those, who are going to submit 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 to those who kindly accepted our proposal to work together and contribute to the creation of PNAP.

Andrzej Kryński

LANGUAGE, CULTURE, COMMUNICATION

LANGUAGE MEANS OF EXPRESSING IMPLICIT EVALUATION IN CONTEMPORARY POLITICAL DISCOURSE: PRAGMATIC ASPECT

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Summary

This article deals with role of politics and politicians in modern world, the linguistic tendencies of study of contemporary political discourse and the category of evaluation in general, and language means of expressing implicit evaluation in particular, which is considered to be a semantic and pragmatic category and one of the most powerful means of influence on the audience. The pragmatic aim of contemporary political discourse texts lays in the interpretation of event, conveying a variety of indirect or direct, supportive or opposing evaluating attitudes toward it. This study focuses on different evaluative language means used by politicians in their political speeches on different occasions within the appraisal theory framework, under which in this paper we understand a variety of meaning-making language means used by the speakers to express their evaluative involvement in communication.

Key words: implicit evaluation, political discourse, pragmatic aspect, appraisal theory framework.

1. Introduction

Attention to contemporary political discourse, considerable strengthening of the role of politics and politicians in the modern world, which is now on the verge of a radical redistribution of its influence on the political map, and close cooperation between political structures and mass media, led to the emergence and quite rapid development of some new branches of knowledge, such as political science, conflictology, imageology, etc.

Any contemporary discourse and politics, in particular, reflect the meaning of evaluation, and some language means, that express evaluation meaning, are used to reflect the attitude, emotions and ideological preferences of the discourse organizer.

Political discourse is a rather popular area of research because it penetrates rapid changes in modern society viewed from multidisciplinary perspectives. A great variety of approaches,

concepts and definitions of political discourse testify to its interdisciplinary nature as well. Most often we come across scientific investigations of political communication and rhetoric *(Bitzer, 1981; Chaffee 1975; Graber 1981; Swanson & Nimmo 1990)*, and in the field of presidential rhetoric in particular *(Campbell & Jamieson 1990; Hart 1984; Snyder & Higgins 1990; Stuckey 1989; Thompson 1987; Windt 1990).*

Being usually delivered by politicians, political discourse is a complex linguistic phenomenon, which is directly or indirectly aimed at distributing, or gaining political power and winning the majority of votes during elections due to its great pragmatic effect. This article deals with the category of evaluation in general, and language means of expressing implicit evaluation in particular, which is considered to be a semantic and pragmatic category and one of the most powerful means of influence on the audience.

The pragmatic aim of contemporary political discourse texts lies in the interpretation of the event, conveying a variety of indirect or direct, supportive or opposing evaluating attitudes toward it. That is why it is so important to analyze and explore the deep-seated attitudes and evaluative values implied in such texts from the perspective of evaluation theory.

In political discourse, there are different transitivity systems to highlight and imply a specific evaluation attitude. It is quite obvious that political discourse texts always express the author's attitude, as well as the media's pragmatic influence and ideology. Fowler (1991) pointed out that the media tend to employ special language resources, which are encoded with certain covert attitudinal denotation, to report the events happening beside us to coordinate the pragmatic influence on the readers.

This study focuses on different evaluative language means used by politicians in their political speeches on different occasions within the Appraisal theory framework, under which in this paper we understand a variety of meaning-making language means used by the speakers to express their evaluative involvement in communication.

2. The theoretical assumptions of evaluation theory

The evaluation theory "focuses on and explores the attitudes and emotions in the discourse to achieve the purpose of the alliance with communication partner *(Martin and Ross 2003: 23).*" Martin's Appraisal System Theory (AST) provides a powerful analytic tool for evaluation analysis. It consists of three subsystems: attitude, engagement and graduation. *Attitude* is concerned with positive and negative emotional reactions, feelings, and evaluations of things. It can, in turn, be divided into three systems: affect contains the resources for construing feelings and emotional reactions (like happiness/unhappiness, satisfaction/dissatisfaction, and security/insecurity). *Judgement* is related to resources to assess behaviour according to different normative principles (social, moral, etc.). *Appreciation* encompasses resources to capture aesthetic valuation.

Attitude is often seen as the central system within Appraisal, how we can express feelings and evaluation of both people and things. Engagement is concerned with the dialogic positioning of the speaker/writer. Engagement helps define how the speaker or writer views the opinion (e.g., as open to negotiation or not) through resources such as projection, modality and concession. Finally, Graduation contains scales of Appraisal intensification degrees which can be high or low. Graduation is further subdivided into systems: Focus and Force. Through these two axes of scalability we can measure the intensification degree of an evaluation – how strong or weak the feeling is (Force) and the degree of prototypical (Focus). Force includes the analysis of intensification in gradable linguistic features through the presence of realizations such as intensification, comparatives, superlatives,

linguistic repetitions, morphology and phonological features. Focus comprehends non-gradable linguistic features in which graduation can adjust the strength of boundaries. Within Focus we find sharpen (prototypical values), and soften (non-prototypical).

So, according to Martin *(Martin & White, 2005)*, the evaluation in a text can be *explicit* or *implicit.* The explicit evaluation is regularly realized through the vocabulary with clear attitudinal meaning, while the implicit is expressed by some neutral semantic structure (but with attitudinal denotation) in a text. There are three approaches to realising the implicit evaluation: metaphors that provoke the evaluation; 2) the flagging of graduation resources and 3) the affording of ideational meaning The implicit attitude in the ideational meaning is mainly embodied by the transitivity system that belongs to the theoretical framework of functional linguistics and consists of processes, event participants, and event environmental components.

In recent years, research on the category of evaluation in general and in media discourse texts, in particular, has been continuous and fruitful. Taking into account the research methods of the category of evaluation, they can be divided into critical reading strategy research *(Liu Chengyu 2002),* social cognitive model and intertextual analysis *(Zhang Lei 2007)* and critical discourse analysis *(Shan Shengjiang 2011).* Although many scholars have obtained some satisfactory results in the field of evaluation in different texts and different discourses, these studies focus mainly on explicit evaluation language resources, and the researches on the implicit attitudes induced by ideational meaning are still rather weak.

The category of evaluation in the realm of psychology can be named as "conflicts between the "head" and the "heart". In other words, we may experience feelings of apprehension and discomfort when encountering members of stigmatized groups even though we intellectually abhor prejudice and wish to express solidarity with minorities; and a small spider may elicit an unpleasant fright response although we know that it is entirely harmless. We may also feel romantically attracted to a particular person despite firmly believing that this person is not a good match; the sight of a high-calorie dessert may elicit an impulse to indulge although we know that it is unhealthy and detrimental to our goal to lose weight.

Over the last two decades, psychologists have gained valuable insights into the causes and consequences of such evaluative conflicts by comparing verbal judgments on traditional self-report measures (e.g., attitude scales, likeability ratings) to spontaneous responses on performance-based paradigms (e.g., sequential priming tasks, implicit association test). Hence, evaluative judgments on the former type of measures can be described as *explicit evaluations* in the sense that their evaluative meaning is explicit in the observed response (e.g., participants explicitly report their agreement or disagreement with an evaluative statement about an object). In contrast, spontaneous responses on the latter type of measures can be described as *implicit evaluations* in the sense that their evaluative meaning is implicit in the observed response (e.g., evaluative responses are inferred from participants' latencies in responding to positive and negative words that are preceded by brief presentations of an object).

With this idea in mind, a special associative-propositional evaluation (APE) model has been worked out. It explains dissociations between implicit and explicit evaluations in terms of two functionally distinct mental processes *(Gawronski & Bodenhausen, 2006, 2007, 2011)*. By specifying the mutual interplay between these processes, the APE model provides an overarching framework that specifies when implicit and explicit evaluations should be related and when they should be unrelated. Besides, the APE model can predict the conditions under which a given factor should lead to (a) changes in implicit but not explicit evaluations, (b) changes in explicit but not implicit evaluations, or (c) corresponding changes in implicit and explicit evaluations.

The category of evaluation from a linguistic perspective is a complex anthropocentric phenomenon, that reflects human nature and depends on the values and axiological norms of a person or society. That's why much attention has been paid to the evaluative aspect of linguistic personality in the framework of communicative linguistics *(Karasik, 2004),* as well as to the evaluative function of lexemes *(Sinclair, 2004)* and the use of evaluative language means producing a pragmatic impact on the addressee *(Fraser, 1996).*

A systematic interdisciplinary approach to the category of evaluation has been elaborated by H. Pryhod'ko, who states that evaluation has a universal character, and is observed in all spheres of human life. With this idea in mind, she treats evaluation as a complex of its linguistic and communicative peculiarities, as well as a semantic and pragmatic category (Pryhod'ko, 2013, p. 23), which is connected with a definite set of values.

By the way, there is no direct coincidence between values and perceptions, as people of different ages/genders may have different perceptions about many things. However, there are at least a dozen of values in society that might be accepted as shared ones *(Sillars & Garner, 1982, p. 187)* as communities are formed around shared values about the communal activity *(Martin & White, 2005, p. 28).* That's why values can be treated as one of the means of categorization based on evaluation, and the world can be described as a hierarchy of such values. Motives of evaluation and evaluation itself don't have a direct connection, though they are in a permanent empirical interrelation in the consciousness of people *(Arutyunova, 1988).*

According to Maslow *(Maslow, 1999, p. 46)*, values are predetermined by certain needs at a definite period of life, such as 1) basic needs of the lower level (physiological needs, security) and 2) of higher level (love, acknowledgement, cognitive needs).

The consideration of these needs might be crucial for the speeches of politicians if they want to win more votes. For example, Joe Biden's inauguration speech begins with a starting sentence: *"This is America's day. This is democracy's day. A Day of history and hope. Of renewal and resolve".* Using these parallel constructions with two epithets *America's* and *democracy's* Joe Biden implicitly expresses his desire to support the course of democracy started by his predecessors.

Moreover, cultural values are also essential for political discourse as they serve as a certain frame within definite ethnic groups. For example, Borys Johnson addresses his audience: "*Chag Sameach to Jews here in the UK and across the globe gathering around the Seder table this evening. Wherever you are making matzah and whoever you are breaking it with, I hope this Passover brings you joy and renewed hope".* In this textual fragment, we come across a traditional religious greeting "Chag Sameach" and cultural markers, such as *"Seder table", "matzah",* "*Passover",* which reveal cultural information about the Jewish celebration of Passover. It's quite obvious that ordinary readers are not aware of the notion "Seder table", except those, who belong to a Jewish community. So, "Seder table" is a ceremonial dinner at the table on the occasion of Passover in Jewish religious tradition, according to which special bread matzah is divided among all the members of the family. Having used a special greeting and cultural markers on this religious occasion Borys Johnson explicitly expressed his respect to the representatives of the Jewish community.

To sum it up, we can assume that the way politicians use different evaluative language means is what determines their political success. Therefore, Opeibi (2009) concentrate on the fact that "no matter how good a candidate's manifesto is; no matter how superior political thoughts and ideologies of a political party may be, these can only be expressed and further translated into social actions for social change and social continuity through the facilities provided by language". Consequently, it is not important how big the political achievements

are, any politician still needs special language means to persuade, convince, entertain, enlighten, inform, and promise other people. Language works as a bridge to the hearts of people in politicking. Relating to this matter, the support that citizens have for politicians will be determined by **what** they say and **how** they say it for success to be achieved in candidacy, programmes or policies.

3. Language means of expressing implicit evaluation in English texts functioning in modern political discourse

Evaluation can be defined as the speaker's objective or subjective attitude to a certain object, which can be explicitly or implicitly expressed by different language means. For example, saying *"my whole soul is in this: bringing America together. Uniting our people. And uniting our nation"* Joe Biden explicitly announces the motto of his work for the benefit of the people. *"I will be a president for all Americans. I will fight as hard for those who did not support me as for those who did".* These sentences implicitly characterize Joe Biden as a leader who believes in his people, understands the current political situation and those who did not support him and is ready to unite the country. His decisiveness and confidence in his ability to reach his goals demonstrate his willpower, readiness to serve his people, positive thinking and success orientation. These personal qualities as well as his consecutiveness, political perspicacity, strong desire to better the lives of Americans, and readiness to struggle for democracy and unity of the nation helped him to be elected president and gain the highest position in the country.

In the abstract below, Donald Trump embodied the metaphor *"Trojan Horse"* to reveal his implicit negative evaluation of illegal immigrants living in America. A figurative image of a Trojan Horse is used as an allusion to describe something unknown or fake, unpredictable. It is also the name of a computer virus, which usually damages the whole computer system. The immigrants were compared to this virus since Donald Trump regarded them as people, who cause many problems to the United States and can damage the whole country: "*Most incredibly, because to me this is unbelievable, we have no idea who these people are, where they come from. I always say Trojan Horse. Watch what's going to happen, folks. It's not going to be pretty."* (Donald Trump's transmigration speech).

Being an example of a political discourse text Joe Biden's inauguration speech contains different evaluative language means, such as 1) social and political vocabulary *(democracy, unity, the peaceful transfer of power, political extremism, domestic terrorism, historic moment of crisis and challenge, violence, conservative vs liberal, peace, progress and security),* 2) gradations *(…more than two centuries, over the centuries, 108 years ago, yesterday, today, tomorrow),* 3) verbs, which mean a repeating action (*rebuild, renewal, resolve, retreat, restore*), 4) other stylistic devices of emotional influence (repetitions, rhetoric questions). Using rhetorical questions as evaluative language means *"Will we rise to the occasion? Will we master this rare and difficult hour? Will we meet our obligations and pass along a new and better world for our children?"* Joe Biden attracts the audience's attention to the president direct answers: *"I believe we must and I believe we will. We will write the next chapter in the American story"* By the way, asking general questions with a rising tone is a rather successful stylistic device as modulation of a human voice allows to influence the audience's consciousness.

American society is known to be dedicated to the democratic values set by the Founding Fathers. For example, an experienced politician, Hillary Clinton, as a Democratic candidate repeatedly appeals to these values in her speeches, using sports metaphors: "*So it's great that*

we're back here today, and I am grateful to Jim Clifton and his team for joining us to highlight the urgent need for more and better information about women and gender equality around the world". "It is a race, a race between hope and fear, a race between potential realized and despair imbued in every pore of one's body".

In political discourse texts, the all-national values correspond to the keywords, which become explicit evaluative language means. In this example, Bill Clinton speaks about peace, and this lexeme became a definite semantic core with some collocations: *"...the United States will do whatever we can to support the peace process... and to minimize the risk of peace"; "... they (the leaders have agreed to restore the peace...", to help both parties return to the hard work of building peace through negotiations".*

As Hofstede points out *(Hofstede, 2011, p. 9)*, American society is characterized by a high degree of individualism, and masculinity, and a low level of power distance, which shows great equality between community levels and creates a more stable cultural environment. It also displays a low level of long-term orientation and leads to the society's belief in meeting its obligations and shows an appreciation for cultural traditions. A low level of uncertainty avoidance reflects a society which does not attempt to control all outcomes and demonstrates a high degree of tolerance for a variety of ideas and thoughts So, having mentioned tragic moments in American history – the civil war, the Great Depression, world war, 9/11, – the president states: *"...enough of us came together to carry all of us forward. And we can do so now. We can see each other not as adversaries but as neighbors. We can treat each other with dignity and respect. We can join forces…"* The modal verb *can* is used to demonstrate the president's positive evaluation of the ability of the Americans to overcome these troubles. Moreover all these sentences start with the word *"we"* which serves as an evaluative language meaning to prove that the president trusts in his people and is sure to reach his goals together with Americans.

Epithet *deadly virus, safe schools, harsh, ugly reality, a desperate cry, eternal peace, a painful lesson, cascading crises (to name a few)* help to make his speech brighter and more impressive, they demonstrate the president's attitude towards his people and the situation in the country.

Characterizing the tense situation in the country, the president states: *"This is a time of testing. We face an attack on democracy and on truth. A raging virus. Growing inequity. The sting of systemic racism. A climate in crisis. America's role in the world. But the fact is we face them all at once, presenting this nation with the gravest of responsibilities".*

Drawing attention to the problems America faces just now Joe Biden uses not homogeneous parts but short nominative sentences to make the speech more emotional and convincing. It is justified stylistically as it influences the audience's comprehension of the current situation in the country. As the human voice is one of the crucial elements of any aural speech the president deliberately uses short abrupt sentences to make the listeners understand how complicated the situation in the country is.

Understanding that his speech is addressed to be heard by the audience and not to be read the president uses very short sentences with numerous repetitions saying: "*We have much to do in this winter of peril and possibility. Much to repair. Much to restore. Much to heal. Much to build. And much to gain".*

Calling people to unite to fight the common foes they face: *"anger, resentment, hatred. Extremism, lawlessness, violence. Disease, joblessness, hopelessness"* the president states: *"With unity, we can do great things. We can right wrongs. We can put people to work in good jobs. We can teach our children in safe schools. We can overcome this deadly virus.*

We can deliver racial justice. We can make America, once again, the leading force for good in the world".

The message is conveyed through short abrupt sentences, direct addressing of the people, numerous repetitions, appeals and calls and with the usage of the main instrument of any oral speech – the human voice.

Being a deeply religious person Joe Biden cites St Augustine, a saint of his church, who many centuries ago wrote that *"a people was a multitude defined by the common objects of their love"*. And he states that the common objects they love are opportunity, security, liberty, dignity, respect, honour, and the truth. Remembering that most Americans are religious people and trust in God president Biden mentioned the Bible in his speech. Referring to it he says *"we come together as one nation, under God, indivisible …"* And continues: *"I promise you this: as the Bible says, weeping may endure for a night but joy cometh in the morning"*. He calls his citizens: *"Let us say a silent prayer for those who lost their lives, for those they left behind, and for our country. Amen."* Joe Biden ends his speech with the words: *"May God bless America and may God protect our troops. Thank you, America"*.

4. Conclusions

This paper explores the implicit evaluation of meaning in contemporary English political discourse from the perspective of engagement and graduation. The generation of any discourse reflects the author's attitude, either explicit or implicit. Implicit attitudes are usually triggered by lexical grammatical structures that have no apparent attitude vocabulary. Attitude, engagement and graduation are the three subsystems of the evaluation theory. They are an interconnected whole. The paper provides an overview of appraisal theory used in contemporary political discourse. The theory deals with linguistic resources by which a text/speaker expresses, negotiates and naturalizes peculiar inner-subjective and ideological positions, practically with the language of evaluation. The engagement system indicates the source of attitude and emotions, a set of resources which position a text's proposals, especially with meanings which vary the speaker's engagement with the utterances. In the expression of ideational meaning, it intervenes in the communication system to construct the dialogue space between the subjects, and limits or accommodates different viewpoints. Special attention is paid to language means of expressing implicit evaluation in English texts functioning in modern political discourse and their pragmatic effect on the electorate audience. It has been worked out that stylistic analysis of English political discourse texts made it possible to elicit the most typical stylistic means and devices that are used by different politicians. It is proved that a considerable impact on the target audience could be made by the author's sustained extended metaphors, creative similes, personification, metonymy, associated epithets, lexical repetitions and synonyms. In the research, the authors proved that their convergence and interaction create a certain pragmatic effect on their audience and a definite rhythm, which is extremely important for such types of texts.

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GENRE INVARIANTS OF MODERN ADVERTISMENT

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Summary
The article defines the communicative criteria of modern advertising genre distinction. Research attention is based on the function as a category that determines the nature of the literary language resource in the context of dynamics of verbalized information. Advertisment is considered as a generic concept that summarizes the types of advertising communication functionally identified with the corresponding genre and its invariants.

The author's medialinguistic analysis, correlated with the objectivity of functional stylistics, leads to the differentiation of modern advertising into commercial and social. Having a common nature, these 2 groups of genres of advertising communication, at the same time, contrastingly realize the tasks of informing and influencing the mass linguistic consciousness. The thesis that commercial advertising relies on the manipulative context of verbalization of strategies and tactics – unique offer, positioning, etc. – is illustrated and expertly commented. And the precedent of social advertising context appeals to patterns, values of time and space of culture (life, health, ethical dimension of communication, protection of honor and human dignity, etc.), which have passed communicative approval in the history of the development of world civilization. Research opinions confirmed by linguistic factology in a discussion with other scientists formulate the ideas of medialinguistic analysis of advertising as a complex of genres, invariantly represented in the communicative space of modern mass media.

Key words: mass media, media genre system, advertising, function typology of advertising, communicative strategies and tactics, manipulative influence, social and cultural values.

1. Introduction

Modern media implement a dynamic, non-linear model of mass communication. It is manifested in the evolution of its language units, formats, creolization nature of texts, and expansion of functional resource. And also – in new genres, synchronized with communicative demands of society. Among them, advertising occupies a prominent place, which was especially relevant in the context of the change of journalistic / publicistic paradigm to the media paradigm in the second half of the 20th century.

Initially, advertising was based on commercially oriented tasks of informing the mass audience about certain goods and services as pragmatic criteria of the company's activity. This functional resource of the advertising message qualitatively distinguished it from other media genres, especially when it developed with means of manipulative influence and new possibilities of creolization. Therefore, the communicative nature of advertising and the system of methods of its professional interpretation were formed.

Modern advertising discourse, in addition to commercial objectivity, actualizes an important cognitive component of the development of a civilized society in the context of its

synchronization with traditional cultural values. So, information resource of social advertising genre system is based not on manipulation, but on the cognitive component of the mass audience's understanding of social problems that need to be named, identified and solved. That is why we consider it **relevant** to develop the theory and practice of advertising analysis in view of the functional and stylistic resource of its language, which implements contrastingly different strategies and tactics, taking into account the extralinguistic context of advertising communication.

In this connection, the problem of its genre identification arises **actual**. As far as the genre, in particular in the media, relies on the linguistic provision of communication functions, we consider it optimal to interpret advertising as a special communicative phenomenon in the media space, that summarizes various models of informing and influencing a mass audience that clearly fulfill specified tasks. And therefore, has a non-linear genre representation based on multiplicity. That is why we suggest in media linguistic theory and practice to interpret not the advertising genre, but advertising genres as communicative invariants of generic concept of advertising.

2. Scientific interpretation of advertising

Advertising as a mass communication resource has a long history, synchronized with realities of the Ancient World, medieval Europe. Also advertising formats are known in connection with the invention of printing press, the development of periodical press, and later – PR technologies.

The communicative nature of modern advertising is updated with the functions and capabilities of media, that allow advertising information to be turned into a tool of influence, primarily commercial. In connection with this, a tradition of understanding and analysis of advertising was formed in science precisely in such an objectivity that, in our opinion, needs some correction.

In particular, authoritative lexicographic sources identify advertising mostly with business activities, defining the social context as secondary:

1) advertising – the activity of making products or services known about and persuading people to buy them; a business that makes things known generally or in public, esp. in order to sell them; the business of trying to persuade people to buy products or services *(Cambridge dictionary)*.

2) advertising – the techniques and practices used to bring products, services, opinions, or causes to public notice for the purpose of persuading the public to respond in a certain way toward what is advertised. Most advertising involves promoting a good that is for sale, but similar methods are used to encourage people to drive safely, to support various charities, or to vote for political candidates, among many other examples *(Britannica dictionary)*.

3) advertising – the promotion of goods or services for sale through impersonal media, such as radio or television *(Collins dictionary)*.

Other scientific sources rely, in particular, on the generalized functional resource of advertising that affects decision-making now or in future: «paid, mediated, form of communication from an identifiable source, designed to persuade the receiver to take some action, now or in the future» *(Richards, 2002, p. 63–77)*.

There are also options for advertising stratification criteria, which often take into account factors that are not conceptualized by the idea of author's analysis of the phenomenon.

The well-known and most common classification of advertising texts is made according to the means (channels) of their distribution:

1) advertising in print media (advertising modules, informative notes, informative and advertising tabs, applications);

2) advertising in electronic media (on radio and television – commercials, slots, programs, sponsorship);

3) print advertising (book advertising, booklets, postcards);

4) postal advertising (letters, postcards);

5) outdoor advertising (neon advertising, billboards, prints, streamers, light boxes, signs, building decoration);

6) new media (advertising in social networks (SMS-messaging), in computer games);

7) advertising on transport (in buses, trams, trolleybuses);

8) non-traditional advertising (designation of points of sale, souvenirs, inflatable advertising, balloons, advertising on tickets, statements, receipts);

9) cinema (advertising before films in cinemas, on video cassettes and DVDs);

10) Internet (sites, banners, text advertising, mailings, conferences, chats, forums, bulletin boards, discussion letters);

11) the involvement of PR methods (holding various actions and events, holidays, conferences, sessions, contests, seminars, festivals, exhibitions).

From the other hand we consider the classification of advertising proposed by O. Dreval *(Dreval, 2010)* to be debatable. The researcher distinguishes advertising according to criteria that do not form a single system of conceptual interpretation of the phenomenon, especially when it comes to communicatively dynamic advertising texts:

1) by purpose: commercial, social, political, religious;

2) by means of transmission: advertising in mass media / direct / advertising at points of sale / personal;

3) by distribution methods: advertising in mass media / at points of sale / on transport / external /Internet advertising;

4) by nature of emotional impact: rational/emotional;

5) by presentation method: hard/soft;

6) by nature of interaction: positiona l/ mass advertising / stimulating / comparative / imitative;

7) by subject: product / compan y/ general advertising.

The inaccuracy of the classification is also confirmed by the fact that some criteria are repeated (in particular, the types of advertising according to the methods of distribution and the method of transmission are, in our opinion, identical), and therefore it does not seem logical for us to differentiate them.

At the same time we consider the scientific classification of advertising messages by V. Butorina to be logical and consistent. The researcher relies on important communicatively oriented factors:

1) depending on the content: informative, persuasive advertising, reminder advertising, support advertising;

2) depending on the aim: image advertising, stimulating, stability advertising;

3) depending on the customer: business advertising, political, social, product image advertising, interactive;

4) depending on the intensity of the advertising message: continuous, concentrated, periodic, pulsating.

In turn, Y. Myronov, R. Kramar and others *(Myronov, 2007)* indicate the interdependence of the type of advertising with its purpose and function – an important criterion for stylistic

analysis of the phenomenon. Researchers distinguish, in particular, the **following functions of advertising**:

1) economic (creating demand and stimulating sales);

2) informative (the advertisement contains information about the product, as well as about the manufacturer, brand or firm);

3) communicative (feedback support with the consumer);

4) controlling;

5) corrective;

6) educational;

7) aesthetic;

8) demand management function.

For their part, N. Savytska, O. Priadko, K. Olinichenko and others *(Savytska, 2016)* distinguish such functions of advertising:

1) informative;

2) reminder;

3) comparative;

4) persuasive;

5) reinforcing.

In addition, scientists pay special research attention to advertising distribution channels, which also can be considered as a classification criterion. It includes, in particular, print, television, radio, Internet advertising, etc.

Therefore, advertising, like any text, appeals to the meaning of transmitted information, which forms the functional core of communication. Linguistic specificity of informing and its result can optimally determine the vectors of typification of an advertising message. That is why, analyzing modern advertising discourse, we differentiate it into 2 fundamental blocks – commercial and social, each of which has its own genre and functional nature.

3. Communicative strategies and tactics of commercial advertising genre

In the context of advertising studying relevant to the modern mass media space, we determine that commercial context today relies on the following types of advertising: informative, persuasive advertising (depending on the content), stimulating advertising (depending on the goals and purpose of the advertising message), as well as pulsating (by degree of intensity).

However, it is worth saying that the type of advertising directly depends on degree of recognition of the subject of advertising. For example, more famous companies often use persuasive advertising in communication with the audience, resorting to communicative strategies of motivation and encouragement. In turn, new companies choose informative advertising, the main purpose of which is to familiarize with the areas of activity, to form an overall positive image of the brand in the linguistic consciousness of the recipients.

It is also must be mentioned about new trends in the communicative dynamics of advertising. Especially when we are talking about the space of social networks, it is advisable to determine the functional reality and perspective of pulsating advertising – on pages on Facebook, Instagram, TikTok, etc. Such advertising is dynamic, long-lasting and at the same time financially inexpensive, but based on targeting – taking into account the communicative needs of a certain audience (potential or real).

In turn, V. Butorina notes the importance of the following functional guidelines of commercial advertising: "formation of a certain level of knowledge of the consumer about this product or service; formation of demand for this product or service; formation of a friendly attitude towards the company; encouraging the consumer to contact this company; incentive to purchase this particular product of this company; stimulation of sales of goods or exploitation of services; acceleration of turnover; the desire to make this consumer a permanent buyer of this product, a permanent client of the firm; formation of the image of a reliable partner for other companies; assistance to the consumer in choosing goods and services" *(Butorina, 2015, p. 48-49)*.

The system of extra- and intralingual characteristics makes it possible generally to differentiate commercial advertising into the following communicative options:

1) informational, which refers to a new service, object or product that appears on the market and requires the formation of public capital and the attraction of a potential audience in the context of creating a positive image of the subject of advertising;

2) manipulative, which involves the communicative actualization of the conviction of an already real audience in the dynamics of a previously formed positive image of the advertising subject. For example, if several companies offer the same services, the main function of this type of commercial advertising is to assure the recipient that this company will provide this service in the best, highest quality, most professional manner due to the skills and experience of the employees;

3) actualization, which relies on the informational and semantic dynamics of previous advertising messages about the company's activities, which created a positive image for it. In turn, new advertising texts are aimed at its support, reactivating communicative meanings in the linguistic consciousness of the recipients. In such advertising, catch phrases are often used: *"we have been working for you for over 20 years"*, *"Kyivstar is 25, but we are not celebrating, we are working"*, etc., to confirm the authority and significance of the advertising subject.

Each of the named invariants of commercial advertising is based on a complex of multiple strategies and tactics, verbalized in accordance with the goal and objectives of the communicative situation. Among the most representative of them, the strategy of a unique sales offer and the strategy of positioning can be defined as those that more systematically and consistently define the genre model of commercial advertising communication.

The **strategy of a unique sales offer** is verbalized in the evaluative semantics of words to indicate brand identification among others. It is about the use of adjectives and adverbs in the highest degree of comparison, tokens *"new"*, *"for the first time"*, *"never"*, *"again"*, *"unique"*, *"author"*, *"real"* and their invariants, numeral constructions with an appeal to long-term experience activities, etc.

– *HelloFresh: America`s **Most Popular** Meal Kit.*
– *WooCommerce is **the most customizable** eCommerce platform for building your online business.*
– *With Hubspot there`s a **better way** to grow.*
– *AirBnB: Book **unique** placed to stay and things to do.*
– *Stripe. The **new standard** in online payments.*
– *Don`t fust fly, fly **better** – with "Emirates".*
– *Turkish Airlines. Flying to **the most countries**.*
– *Ben & Jerry`s. We make **the best possible** ice cream **in the best possible** way.*
– *Brex: **The smartest** corporate card in the room.*

– *Contently: **The highest-rated** content marketing solution.*

– *N26 is **the first** bank you`ll love.*

– *Ikea: We create a **better** everyday life for the many people.*

– *Hermés, contemporary artisans since 1837.*

– *Starbucks: Expect **more than** coffee.*

– *Ice cream Mr. Pops Ukraine, cold brew and **author** drink Flat Red, three **main reasons** to visit Coffee in Action.*

– *This is our Funky Monkey, it is strong and sweet, which is how the **life of a true hedonist should taste**. Funky Monkey – UAH 189.*

These and other commercial advertising texts, which implement the communicative strategy of a unique sales offer, appeal to human values, the desire to improve life, to saturate it with positive emotions. And therefore, the language design involves convincing the mass audience that it can be done by using the services or consuming the products of the advertised company. We observe a manipulative idealization of the brand, verbalized in macrotext of the advertisement, which combines communicative evaluative, emotionally oriented meanings of language units and the corresponding creolized components (photo, video, audio). In particular, it is about the opportunity to join the new standards of online payments, travel to more countries, improve daily life, taste author's ice cream, drink a special coffee or a special cocktail, etc.

In turn, the **communicative strategy of positioning** is based on "creating a positive image, revealed in the forms of self-positioning, self-presentation, positioning of the recipient / addressee" *(Shevchenko, 2014, p. 67)*. Such advertising texts are not focused on the idealization of the brand, but on its identification among others. This is, first of all, an incentive as a result of contacting the services of a company that offers special bonuses or help in solving certain problems of a mass audience.

– *Glovo: **We deliver anything** in the city in certain minutes.*

– *Ukrposhta: **The main post office of the country**.*

– *PrivatBank is a **bank for those who love Ukraine**.*

– *Bentley: We are the **opposite of mass production**.*

– *The New York Times: All the **news that's fit to print**.*

– *Running out of energy, and still have dinner to cook? We will help! Discount on delivery or "take it yourself" -30% + coffee as a **gift**! We accept orders via message. Hurry up, the promotion period is limited!*

– *There is news! Do you remember? When ordering to go, you had -10% of bonus. We thought a little and made -10% for delivery as well. It is here – http://kitaika.com.ua. A little more: When you order more than UAH 600, you will receive 2 Cola / Fanta / Sprite as a **special present**. Aaaaaand the last: Delivery is available all over Kyiv!*

– *This is how your dinner can look like! It is enough to order online and we will deliver ribs, cider, barbecue or your favorite steak as soon as possible. We deliver for free up to 3.5 km (more than 3.5 km – UAH 69, orders more than UAH 1000 are **free of charge for delivery**). Sincerely, Urban Grill.*

– *This time, "Eurasia" on Olimpiyska opens its doors so that you can enjoy your favorite dishes even in quarantine. **Promotions** of -25% or 3 dishes for the price of 2 apply to all orders.*

– *Urbantree. In our store: cash on delivery **without prepayment**; exchange and return; payment in installments; warranty for 2 years; 24/7 live support. Get a **promo code for discounts** from the current price on the website.*

The illustrative material proves the communicative invariance of the implementation of a commercial advertising offer. The positioning strategy is based, first of all, on the textual

realization of the brand's competition with other brands that offer similar services. The semantic load of such advertisements is mostly informative – it states the situational context of the company's activities. For example, when it comes to promotions, discounts, bonuses, gifts, etc., dynamically changing according to seasonality, holiday periods, rest time. The communicative effect of the advertising positioning strategy is deepened by the company's emphasis on recipients who are identified among others, encouraged or motivated by real actions, which is more convincing than linear idealization.

4. Medialinguistic nature of social advertising genre

The functional context of social advertising relies on the formation of public opinion in connection with verbalization and attracting the attention of a mass audience to current problems of social life, the activation of relevant actions and communicative behavior in general regarding their solution, the formation of a positive attitude towards state structures, the demonstration of social responsibility for actions (publicly or in private life), and therefore, as a result, a change in the behavioral model of society, projected on its civilizational perspective in various contexts and spheres of development.

This objective understanding of the communicative nature of social advertising allows to generalize its functional potential, which is based on the following criteria and characteristics:

1) systematic informing of the mass audience about the existence of a global or local social problem;

2) paying attention to the social problem, its nature, as well as ways to solve it, which determines the change in the behavioral model in society.

3) semantic precedent of the context of social advertising, which appeals to the values of time and space of culture (life, health, ethical dimension of communication, protection of human honor and dignity, etc.).

Social advertising appeals to human values that have passed communicative approval in the history of the development of world civilization. First of all, it is about life as the highest value, health, love, family (parents, children), animal protection, human rights and freedom, etc. That is why the tonality of the genre of social advertising is synchronized with the violation of the problem and ways of solving it – for the perspective and development of society. In this regard, the communicative strategies of positivity and negativity, which are verbalized in the advertising text in terms of constructions differing in the linguistic nature of the positive and negative contexts of social reality, are updated first of all.

Thus, every advertising material aimed at protecting the social needs of a person contains in its title or slogans, expressions and words aimed at the communicative implementation of positive tactics. In this way, you can highlight certain issues or successfully call for action. This is verbalized in the systematic use of the imperative form of the verb in the statement, which is directed to the linguistic consciousness of the mass audience – as a statement of the problem and its gradual (not one-time, not situational) solution.

– ***Promise*** *yourself to* ***protect*** *yourself! Go to the mammologist –* ***save*** *your life!*
– ***Give*** *the child a family – for someone to say "I LOVE".*
– ***Do not be*** *indifferent.*
– *One burns – the whole village breathes.* ***Do not burn***. ***Make*** *compost.*
– ***Clean up*** *the trash that lies in your path.*

On the other hand, social advertising, according to its functional potential, in most cases relies on an appeal to negative emotions. This dynamizes its semantic antitheticity, when the language of

such text outlines a problem, causes the appropriate reflection of the recipient, fear, anxiety and, as a result, makes one think, actualizing the cognitive function of human consciousness. The contrast is that the positive context in this case is the immanent ability of social advertising to adjust the behavior of the individual / individuals in the dynamics of social communication.

– **Children are victims** of passive smoking. **Protect** yourself and your loved ones from passive smoking.

– If you buy snowdrops you **become a poacher**.

– It is **enough to tolerate such gifts**.

– **Violence** is not a **game**.

– My **life ended too soon**.

– Drunk **driver** is a **killer**.

Therefore, the information resource of social advertising genre is not related to manipulation (unlike commercial advertising text), because the recipient is aware of the importance of the raised problematic issues, and therefore social advertising is perceived positively. Although sometimes its creolization means can cause a shock: visualization of diseased internal organs (advertisement against smoking and consumption of alcoholic beverages), affected oral cavity (advertisement to support dental health), etc.

5. Conclusions

Thuswise, the linguistic and stylistic analysis of advertising communicative nature is based on the understanding of this phenomenon as multiple in terms of genre representation. The fundamental functions of heterogeneous advertising texts (informative, manipulative, cognitive, etc.) determine their fundamental distinction, which is also confirmed by language factology, that systematically implements the tasks of communicative situation. And therefore, we consider proven the expediency of professional interpretation of advertising genres (not genre), which are differentiated into commercial and social in accordance with the extra- and intralingual specificity of ensuring the dynamics of advertising communication as an important component of current social values` evolution and socio-cultural interaction in the mass media space.

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COMPUTERGESTÜTZTE ERSTELLUNG VON ZWEISPRACHIGEN FACHWÖRTERBÜCHERN

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Zusammenfassung

Die Autoren erläutern im Beitrag die Besonderheiten der Erstellung eines zweisprachigen Fachwörterbuchs mit Hilfe von Computerprogrammen am Beispiel des deutsch-ukrainischen Fachwörterbuchs für Ingenieurwesen und Technik. Das Ziel des Fachwörterbuchs ist, die Übersetzung aus dem Deutschen ins Ukrainische für die wichtigsten technischen Begriffe vorzulegen. Das Wörterbuch umfasst ca. 20 000 Fachausdrücke.

Das Projekt wurde in fünf Schritten verwirklicht. Im ersten Schritt wurde ein Verfahren der Korpuserstellung ausgearbeitet, die eine Ad-hoc-Generierung internetbasierter Korpora mit dem Computerprogramm BootCat ermöglicht. Im zweiten Schritt werden Sprachkorpora gezielt aufbereitet, um die Korpusabfrage von Einwort- und Mehrworttermini umsetzen zu können. Dabei wird angestrebt, Fachwortschatz innerhalb allgemein gebräuchlicher Lexik zu isolieren. Nach einer ersten Erstellung der Liste von Fachwörtern wurde die Abdeckung fachgebietsrelevanter Begriffe anhand von Lehrwerken und ausgewählten Texten des Fachgebiets kontrolliert und ausgewertet.

Die Liste der Fachwörter wurde mit Hilfe des Computerprogramms MORPHY zusammengestellt und anschließend lexikographisch aufbereitet und evaluiert. Die Evaluierung versteht sich als eine Überprüfung des erstellten Fachwortschatzes anhand des terminologischen Abdeckungsgrads.

Um das vorliegende Verfahren für künftige wörterbuchbezogene Projekte zu optimieren, wurde anschließend die Korpusaufbereitung einer kritischen Betrachtung unterzogen.

Schlüsselwörter: Fachwörterbuch, Ingenieurwesen und Technik, Korpuserstellung, BootCat, Morphy, Korpusaufbereitung, Evaluierung.

1. Einführung

Als Ingenieurwesen werden diejenigen Wissenschaften bezeichnet, die sich im Allgemeinen mit der Technik beschäftigen. Zentrale Fragestellungen betreffen die Forschung und Entwicklung, Konstruktion, Produktion und Prüfung. Das Leistungsspektrum der

Ingenieurwissenschaften reicht vom Maschinenbau (Turbinen, Otto- und Dieselmotoren, Pumpen, Krane, Förderbänder, Werkzeugmaschinen bis hin zu ganzen Fahrzeugen), der sich sowohl mit der Konstruktion und Entwicklung der Maschinen als auch mit ihrer Fertigung befasst, bis hin zur Elektrotechnik, die sich mit Technik beschäftigt, die auf elektrischen oder magnetischen Funktionsprinzipien beruht. Dazu zählt Technik, die mittels Elektrizität Informationen verarbeitet, wie die Elektronik (Dioden, Transistoren), Nachrichtentechnik (Funkgeräte, Handys) oder Computer. Außerdem zählt zur Elektrotechnik die elektrische Energietechnik (Energieübertragung, Elektromotoren, Generatoren, Kraftwerke, Hochspannungsnetze etc). Solche innovativen technischen Konzepte erfordern ein radikales Umdenken. Im Mittelpunkt steht nicht mehr die Anlage oder Komponente, sondern der Mensch, der bei seinen technischen Aufgaben effizient unterstützt werden soll, u.A. auch fachsprachlich. Vor allem für die Ukraine, die sich technisch an Deutschland orientiert und mehrere gemeinsame Projekte sowohl mit deutschen Unternehmen, als auch Technischen Universitäten unterstützt (vgl. *www.internationales-buero.de/de/ukraine.php, germany.mfa. gov.ua/de/ukraine-de/science*) sind gut ausgebildete Fachkräfte mit guten Deutschkenntnissen gefragt. Kooperation und Koordination der technischen Einsatzmittel ist von einer gemeinsamen Sprache und einer einheitlichen Anwendung von Fachlexik in hohem Maße beeinflusst, besonders in der Zeit, wenn Automation boomt und die Wachstumsprognose auf plus 11 Prozent für das Jahr 2020 anhebt (www.vdma.org/v2viewer/-/v2article/render/20768067). Die Vielfalt technischer Begriffe und organisatorischer Bezeichnungen, nationaler und internationaler Abweichungen auf dem Gebiet des Ingenieurwesens machen ein zweisprachiges Nachschlagewerk erforderlich.

2. Ziele und Bedarfsanalyse

Ziel des Fachwörterbuchs ist es, die grundlegende Terminologie des Ingenieurswesens zuverlässig, aktuell, genau und eindeutig darzustellen. Mit dem deutsch-ukrainischen Fachwörterbuch für Ingenieurwesen und Technik soll effizient auf die kommunikativen Bedürfnisse der Benutzer reagiert werden. Vom Projekt ausgehend ist es wichtig die Zielgruppe, d.h. die zukünftigen Nutzer dieses Fachwörterbuches, genauer zu beschreiben. "Das Fachwörterbuch für Ingenieurwesen und Technik" *(Kiyko 2020)* zielt auf den regelmäßigen Gebrauch sowohl durch Studierende der technischen Fachrichtungen, als auch durch die Führungskräfte entsprechender Unternehmen hin. Das Fachwörterbuch wendet sich an Ingenieure, Konstrukteure, Entwickler, Systemintegratoren, aber auch an Verantwortliche in Produktionsbetrieben, die sich mit der Konstruktion und Entwicklung der eigenen Maschinen und Anlagen befassen, und ist als ein Hilfsmittel zum praktischen Nutzen bei der Übersetzung der Fachausdrücke gedacht. Die wichtigsten Begriffe des Ingenieurwesens aus diesem Fachwörterbuch werden später in den Unterrichtsprozess eingebunden und stellen somit eine Grundlage für das Lehrwerk DaF für angehende technische Mitarbeiter im Bereich des Ingenieurwesens dar.

3. Korpuserstellung

Für das Erstellen des Fachwörterbuchs wurde zunächst eine umfangreiche Liste von Stichwörtern (ca. 10 000 Fachbegriffe) aus dem Bereich des Ingenieurwesens und den mit diesen verzahnten Sachgebieten zusammengestellt. Der Umfang des Fachwörterbuchs ergibt sich zwangsläufig aus dem außerordentlich weit gefächerten Gebiet des Ingenieurwesens. Es umfasst eine ganze Reihe von Fachrichtungen und Schwerpunkten, von denen im

Fachwörterbuch vorrangig Fachausdrücke aus Elektrotechnik, Maschinenbau und Mechatronik behandelt werden, und zwar:

1. Leit- und Verfahrenstechnik (leittechnische Architekturen, verfahrenstechnische Anlagen, Steuerung in der Verfahrenstechnik);

2. Montagetechnik (mechanische & hydraulische Pressen, Schraubsysteme, Systeme für Niet-, Dicht- und Prüftechnik, Komplettsystemlösungen);

3. Steuerungstechnik (speicherprogrammierbare & verteilte Steuerungen);

4. Industrielle Robotik (Vor- und Rückwärtskinematik, Denavit-Hartenberg-Konvention und Parametrierung von Rotationen);

5. Zuverlässigkeit und Sicherheit (Gefährdungs- und Risikobeurteilung bei verfahrenstechnischen Anlagen, sicherheitstechnische Maßnahmen und deren Anforderungen sowie Verfahren zur Bestimmung von Ausfall-Wahrscheinlichkeiten);

6. Kommunikationssysteme in der Automatisierungstechnik;

7. Automatisierte Messsysteme (typische Integration von Messsystemen).

Die Einarbeitung in bestimmte Fachgebiete des Ingenieurwesens stützt sich auf umfangreiche Online-Textkorpora, vor allem auf folgende Korpora:

– *Fachlexikon Mechatronik* (fachlexika.de/technik/mechatronik/index.html);

– *Elektronik von A-Z* (https://elektroniktutor.de/sachreg.html);

– *Automations- & Driveslexikon* (www.habiger.com/aud_lexikon.html),

– *Fachlexikon Automation* (www.openautomation.de/fachlexikon.html)

Man zieht auch Vorschriften, Normen, Regelwerke und Bestimmungen usw. in Betrachtung. Unter Rückgriff auf grundlegende Begriffe des Fachgebietes wurde im ersten Schritt eine Wortliste im Umfang von ca. 300 Einträgen erstellt. Dazu wurden v.a. Inhaltsverzeichnisse, Fachgebietsübersichten sowie Glossare aus Lehrwerken des betreffenden Lehrgebietes *(Ahrens u.a. 2018; Appelfeller u.a. 2018; Dangelmaier u.a. 2019; Falkenreck u.a. 2019; Rath 2019; Schmertosch u.a. 2018),* Indizien aus Monographien *(Deckert 2019; Hirsch-Kreinsen u.a. 2018; Huber 2018; Neugebauer 2018; Woopen u.a. 2019)* etc. genutzt. Dabei wird auf die Ausgewogenheit der einzelnen Disziplinen geachtet.

Für das vorliegende Projekt sind folgende Kriterien von Bedeutung:

1. Größe. Nach der Methode von Sharoff *(Sharoff 2006)* ist ein Korpus entwickelbar, das etwa 10-15 Mio. Wörter bzw. ca. 40 000 Textdokumente umfasst. Eine daraus erstellte Häufigkeitsliste wurde zur Ableitung eines Fachwortschatzes von etwa 15 000 Einträgen genutzt.

2. Gewichtung. Durch die Abfrage von vier per Zufall kombinierten Suchbegriffen während der Korpusgenerierung *(Sharoff 2006a: 70)* wurde sichergestellt, dass vorrangig Seiten geliefert werden, die zusammenhängende Texte wie Leitartikel, Zeitungsberichte, Meldungen etc. enthalten. Der Kontaminierung des Korpus durch Listen, Tabellen u. Ä. wurde damit in beschränktem Maße vorgegriffen, eine zusätzliche Aufbereitung des Korpus war dennoch notwendig (z.B. zur Entfernung von Duplikatseiten). Die Länge der einzelnen Texte bzw. Textsegmente wurden reglementiert, um die Ausgewogenheit verschiedener Texttypen im Hinblick auf deren Umfang sicherzustellen. Der Umfang des Textes wurde z.B. im Brown-Korpus durch eine Obergrenze von 2 000 Wörtern pro Text festgelegt *(Bergenholtz u.a. 1989: 48)*; das Uppsala-Korpus *(Lönngren 1993: 14)* enthält ca. 600 Texte mit bis zu 5 000 Wortstellen. Sharoff *(Sharoff 2006a: 72)* setzt eine Textlänge von ca. 3 000 bis 4 000 Wortstellen an. Anschließend wurde mithilfe von Internetsuchmaschinen fachsprachliches Material zusammengestellt. Aus der Wortliste wurden nun, der *BootCAT*-Methode folgend *(Baroni u.a. 2004)*, automatisch Einträge zu Anfragen an Internet-Suchmaschinen kombiniert. Die entsprechende Vorgehensweise sah so aus:

– pro Abfrage wurden nach dem Zufallsprinzip vier Schlüsselwörter aus der Wortliste kombiniert;

– für ein fachgebietsspezifisches Korpus mit einem Umfang von ca. 100 Mio. Wörtern setzt Sharoff ca. 1000 Anfragen an *(Sharoff 2006b)*;

– die gefundenen Texte wurden in das Korpus aufgenommen.

Um eine höhere Ergebnisquote fachgebietsrelevanter Texte zu erzielen, wird die Textauswahl auf bestimmte Quellen, z.B. auf die oben erwähnten Online-Sammlungen vom Automations- und antriebsspezifisches Fachwissen, Online Fachlexikone, Vorschriften, Normen, Bestimmungen, aber auch auf fachspezifische Newsgroups beschränkt. In die Liste werden demnach ungeklärte, auch durch umfangreiche Recherche im Sprachgebrauch kaum belegte Lexik, fachgebietsfremde Terminologie, umgangssprachlich markierte Lexik, Archaismen, Historismen und Eigennamen nicht aufgenommen. Das nach diesen Kriterien generierte Korpus wurde im nächsten Schritt aufbereitet.

4. Korpusaufbereitung

Die automatische Aufbereitung des Korpus umfasst die Umwandlung sämtlicher Textcodierung in einen einheitlichen Zeichensatz sowie die anschließenden Duplikatsuche und -entfernung.

In einem nächsten Schritt folgte die Wortarterkennung (*part-of-speech tagging*), meist in Kombination mit der Lemmatisierung. Dieser Schritt erfolgte mithilfe einer automatischen Wortarterkennung und Zurückführung sämtlicher Wortformen auf deren Grundform. Dafür eignete sich das frei zugängliche Morphologie-System MORPHY (morphy.wolfganglezius.de/download/), das speziell für die deutsche Sprache entwickelt wurde *(Lezius 2000: 619-623; Rapp u.a. 2001: 5-21)*. Dieses Programm enthält für jede Wortklasse ein eigenes Unterlexikon und verfügt über einen eigenen Algorithmus für die Lemmatisierung und Generierung, was eine eindeutige und fehlerfreie morpho-syntaktische Analyse und Kategorisierung erlaubt.

5. Korpusauswertung und lexikographische Darstellung

Anhand von Thesauri wurden Hyperonyme jeweiliger Fachwörter überprüft. Unter Rückgriff auf Fachlexika, Glossare, Terminologiedatenbanken wurden Verweise auf Synonyme erstellt. Die Erweiterung der fachsprachlichen Lexik durch allgemeinsprachliche Wortschätze diente der Anpassung an Lernerbedürfnisse.

Lexikographische Darstellung hängt jeweis von der geplanten Mikrostruktur des Fachwörterbuchs und betrifft die linear geordnete Menge der Angaben, die auf das Lemma folgen. Den Hauptteil der Mikrostruktur bildet der Bedeutungteil mit Definitionen und Bedeutungserklärungen (*Schlaefer 2002: 85-88)*. Bei dem Aufbau des Wörterbucheintrags ist die wichtigste Aufgabe, die optimale Struktur des Wortartikels für das vorhandene Material zu finden, um dem Leser einen maximal schnellen Überblick über die Übersetzungsmöglichkeiten der Fachtermini zu gewährleisten. Der Wörterbucheintrag muss somit leserfreundlich und überschaubar sein.

Die Struktur für einen Wörterbuchartikel soll nach J. Manley, J. Jacobsen und V. Pedersen *(Manley u. a. 1986: 281-302)* folgendermaßen aussehen: *lemma – discriminator – equivalent – example*. Die Autoren messen eine besondere Wichtigkeit den Diskriminatoren zu, weil sie zur Differenzierung von Übersetzungsäquivalenten dienen. Eine ausführliche Liste möglicher Diskriminatoren wird hier im Folgenden übernommen: *Definitionen,*

Kombinationsangaben, synonymische Glossen, hyponymische Glossen, Restriktionsangaben, Konstruktionsangaben.

Definitionen in den Übersetzungswörterbüchern stellen eine kurze Begriffsbestimmung dar, die in der Regel in der Benutzersprache gehalten wird. Das Ziel der Definitionen ist primär die verschiedenen Bedeutungen eines polysemen Lemmas zu verdeutlichen, da sie mit verschiedenen Äquivalenten wiedergegeben werden. Die Angabe von Definitionen nimmt aber viel Platz in Anspruch und macht den Wörterbucheintrag unübersichtlich. Außerdem verzichtet man in Fachwörterbüchern auf Definitionen, da sich Fachleute in der entsprechenden Terminologie genug gut auskennen. Aus diesen Gründen wurden im "Deutsch-ukrainischen Fachwörterbuch für Ingenieurwesen und Technik" keine Definitionen angeführt.

Unter Kombinationsangaben versteht man alle Angaben, die Auskunft zu den Kombinationsmöglichkeiten des Lemmas geben, auf das sie sich beziehen. Sie können in Form von Sätzen, Mehr-Wort-Einheiten und Kollokationen erfolgen. Kombinationsangaben helfen dabei, einen bestimmten Fachausdruck richtig in die sprachliche Umgebung einzubetten. Aus Platzgründen erwiesen sich Kollokationen als am besten für unser Fachwörterbuch geeignet, vgl.:

Instandsetzung *f* ремонт, усунення несправності; *außenplanmäßige* ⌒ позаплановий ремонт, *bevorzugte* ⌒ позачерговий ремонт, *feldmäßige* ⌒ ремонт у польових умовах, *langfristige / vollständige* ⌒ капітальний ремонт; *im Fließverfahren* поточний ремонт, ⌒ *von defekten Einsatzmitteln* ремонт несправних засобів доставки; *zur* ⌒ *abgeben / einliefern* здавати в ремонт.

Der Einsatz von synonymischen Glossen zur Äquivalentdifferenzierung basiert auf dem *slot-and-filler-Modell* von J. Sinclair *(Sinclair 1991)*. Hier liegt die Vorstellung zugrunde, dass bei der Übersetzung von einer Sprache in eine andere ein ausgangssprachlicher Satz als eine Anreihung von *slots* zu betrachten ist, die bei der Übersetzung durch zielsprachliche Lexeme müssen ersetzt werden. Die Äquivalente, die im zweisprachigen Wörterbuch dargeboten werden, können als *fillers* in diesem Modell angesehen werden. Solch eine Herangehensweise wird durch den Appell vieler Lexikographen nach direkt einsetzbaren Äquivalenten unterstützt *(Zgusta 1984: 147)*. Die bloße Angabe von Äquivalenten hilft aber dem Benutzer wenig: Synonyme sind nur dann notwendig, wenn es sich um Wörter handelt, die im Ingenieurwesen unter verschiedenen Nomination geläufig sind, vgl. *Wiederkehrperiode / Wiederkehrintervall* oder *Auftretenswahrscheinlichkeit / Eintrittswahrscheinlichkeit* etc.

Differenzierung der Übersetzungsäquivalente durch hyponymische Glossen als semantisch untergeordnete Begriffe findet bei Fachausdrücken, die in der Ausgangssprache hierarchisch über anderen zugeordneten Einheiten stehen und diese damit inhaltlich umfassen, vgl.:

Generator *m* генератор; ⌒ *für Dielektrikheizung* діелектричний генератор для нагрівання; ⌒ *für sägezahnförmige Schwingungen* генератор пилоподібних сигналів; ⌒ *mit gesteuerter Drehzahl* генератор з керованим числом обертів; ⌒ *mit selbsttätiger Steuerung* генератор з автоматичним управлінням; ⌒ *mit veränderlicher Frequenz* генератор регу-льованої частоти; ⌒ *sinusförmiger Signale* генератор синусоїдальних сигналів; ⌒ *von Zufallssignalen* генератор випадкових сигналів.

Unter Restriktionsangaben versteht man die für den Gebrauch eines Wortes geltenden, im System der Sprache liegenden Einschränkungen. In den Wörterbüchern werden darunter in der Regel Markierungen aufgefasst, die zur Äquivalentdifferenzierung beitragen. Sie beziehen sich auf das vorhergehende Wort und können verschiedene Angaben beinhalten: Fachbereichsangaben (*mil., soz., med.*), Zeitangaben (*veralt., arch., hist.*), Raumangaben (*südd., schweiz.*), Stilangaben (*ugs., fam., geh.*), Bezugsangaben (*Zeitung, Beamte* u.Ä.). Für

das Fachwörterbuch für Ingenieurwesen und Technik sind lediglich Fach- und Bezugsangaben von Bedeutung.

Belege mit Konstruktionsangaben, d.h. mit grammatischen Markierungen zur Valenz der Substantiven und Verben erläutern unterschiedliche Einzelbedeutungen der Stichwörter in der jeweiligen Sprache. Sie dienen zur Veranschaulichung und Exemplifizierung der angegebenen Äquivalenzen. In der Regel werden die gängigsten Beispiele für die Exemplifizierung der einzelnen Äquivalente vorgesehen.

Das Fachwörterbuch wendet sich in erster Linie an ukrainischsprachige Benutzer und ist vom Deutschen her konzipiert. Darum erfolgt die alphabetische Anordnung nach den deutschen Stichwörtern. Zuerst wird das deutsche Stichwort angegeben, dann folgen ukrainische Übersetzungsäquivalenten.

6. Schlussfolgerungen

Das nach oben geschilderten Prinzipien zusammengestellte "Deutsch-ukrainisches Fachwörterbuch für Ingenieurwesen und Technik" *(Kiyko 2020)* umfasst ca. 20 000 Belege. Das Wörterbuch muss noch evaluiert werden. Die Evaluierung dient einerseits der Feststellung, inwieweit die häufigsten bzw. relevantesten Termini der Fachsprache des Ingenieurwesens im Wörterbuch repräsentiert sind, andererseits der Beurteilung des lexikographischen Aufbereitungsgrades des Wörterbuchs. Dafür wurden qualitative Kriterien herangezogen, und zwar linguistische Angaben (grammatische und lexikalische Angaben hinter den Lemmata), lexikographische Angaben (Zugriffstruktur, Hierarchisierung, Notwendigkeit und Benutzerfreundlichkeit der Angaben), enzyklopädische Angaben (Behandlung der polysemen Wörter, Verweise auf synonymische Lemmata, Fachgebietskennung), Nutzerfreundlichkeit. Die endgültige Evaluierung erfolgt erst nach einer intensiven Nutzung des Fachwörterbuchs. Sie ergibt unter Umständen die Notwendigkeit einer Revision des Fachwörterbuchs, z.B. die Aufnahme der nicht abgedeckten Termini oder die Beseitigung der lexikographischen oder enzyklopädischen Lücken zum Zwecke der besseren Nutzerfreundlichkeit.

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SCHULD – SUCHE – VERZEIHUNG: SICH GEGENSEITIG AUSSCHLIESSENDE KONSTANTEN ODER SINNEINHEIT? (JONATHAN SAFRAN FOER "UNHEIMLICH LAUT UND UNGLAUBLICH NAH")

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Zusammenfassung

Der moderne literarische Prozess bietet zahlreiche Möglichkeiten für die Rezeption und Interpretation existenzieller Marker. Die Suche nach gedanklichen und semantischen Dominanten, die das existentielle Paradigma umreißen, führt den Forscher in kategorisches Labyrinth, in dem jedes neue Phänomen neue Fragen über das bereits scheinbar Verstandene aufwirft. Der metamoderne Diskurs zeigt die Notwendigkeit, den Begriff der Schuld als modellierenden Faktor auf der Ebene eines Kunstwerks zu definieren. Der Artikel bietet eine poetische Projektion des Begriffs "Schuld" im Prisma seines philosophischen Verständnisses in literarischen Werken. Dabei werden insbesondere die konzeptionellen Unterschiede in der Auslegung dieses Begriffs in den verschiedenen Epochen der Literaturgeschichte herausgearbeitet. Die Analyse des Prozesses der künstlerischen Modellierung und der weiteren Rezeption durch das Prisma der Schuld wird am Material des Romans des modernen amerikanischen Schriftstellers Jonathan Safran Foer "Unheimlich laut und unglaublich nah" durchgeführt. Um das semantische Paradigma der Schuld zu umreißen, wird vorgeschlagen, die verwandte Kategorie der "Verzeihung" kontextuell zu betrachten.

Schlüsselwörter: Metamoderne, literarisches Werk, die Dominante, die Sinnstiftung, die Rezeption.

1. Einführung

Gegenwärtige Literaturkritik befindet sich auf der Suche nach Konstanten, nach Anhaltspunkten für das (Neu-)Besinnen des Menschen – eine Schlüsselkategorie des wissenschaftlichen Diskurses. Der zivilisatorische Fortschritt, der durch einen raschen sozialen Wandel und eine globale wissenschaftliche und technologische Umstrukturierung der etablierten, wenn auch heterogenen Gesellschaft gekennzeichnet ist, macht es erforderlich, die Persönlichkeit der treibenden Kraft dieser Veränderungen (neu) zu betrachten. Eines der charakteristischen Merkmale des "heutigen Menschen" ist, unserer Meinung nach, die Fähigkeit, Schuld zu empfinden.

Die Metamoderne, in deren semantischem Apparat sich die modernen Geisteswissenschaften angesichts der existiellen Markierungen entfalten, scheint ein besonders produktiver Diskurs für die Untersuchung des Schuldbegriffs zu sein, insbesondere im künstlerischen Raum eines literarischen Werks. Wie A. Pavlov im Vorwort zur Übersetzung des programmatischen Werks zur Metamoderne "Metamodernism: Historizität, Affekt, eine

Tiefe nach der Postmoderne"[1] (Robin van den Akker, Alison Gibbons, Timothéeus Vermeulen), auf der einen Seite ist die Metamoderne "eine Balance zwischen der Ironie der Postmoderne und der Offenheit der Moderne" *(Akker, 2017)*. Andererseits ist es ein dreidimensionales semantisches Phänomen: epistemologisch konzentriert neben der (Post-)Moderne, ontologisch – zwischen ihnen und historisch – danach. Die historisch der Metamoderne "zugeschriebene" "Mission", "danach" zu existieren, wurde von Francis Fukuyama in seinem Buch "Das Ende der Geschichte und der letzte Mensch" (2005) ausführlich beschrieben. Die moderne Gesellschaftsformation zeugt von einer neuen Wende in der Geschichte: Institutionalisierung der sozialen Rollen, Befriedigung der Grundbedürfnisse und Verkörperung der bestimmenden Prinzipien des weltweiten Fortschritts – wenn alle wichtigen Fragen beantwortet sind, bleibt nur noch, den Platz des Menschen in diesem geordneten System klar zu definieren. In diesem Zusammenhang führen die Theoretiker der Metamoderne Raymond Williams' Konzept der "Struktur des Gefühls" in den wissenschaftlichen Diskurs ein. Daher scheint es angebracht, sich auf eine Komponente der menschlichen Gefühle zu konzentrieren – das Schuldgefühl.

Der wissenschaftliche Raum aktualisiert den Begriff der Schuld, untersucht seine verschiedenen Erscheinungsformen und versucht, den wahrscheinlichen Ursprung des Begriffs Schuld zu umreißen. So schafft die wissenschaftliche Forschung ein breites Panorama an soziokulturellen, juristischen, psychologischen und religiösen Diskursen, die sich mit dieser emotionalen und psychologischen Kategorie befassen. Ein interessanter Forschungsgegenstand ist beispielsweise die Verbalisierung des Schuldbegriffs im sprachlichen Weltbild als Ausdruck der Mentalität der ethnischen Gruppe (etymologische, lexikografische Analyse sowie die Identifizierung seiner Bestandteile), psychoanalytische Ansätze zur Interpretation des Begriffs, der Einsatz pädagogischer Faktoren und Instrumente zur Korrektur der Psyche usw.

2. Schuldbekenntnis in metamodernem Sinn: Kontinuität der Literaturtradition

Da das Forschungsparadigma dieser Kategorie zahlreiche Komponenten ihrer semantischen Realisierung aufzeigt, halten wir es für angebracht, die Verkörperung des Begriffs "Schuld" im künstlerischen Raum eines literarischen Werkes zu betrachten. Die Geschichte der Weltliteratur zeigt, dass die semantische Kategorie der Schuld in Werken verschiedener Epochen verankert ist. So thematisiert Homers Heldenepos die Schuld des Odysseus und begreift das Verhalten des Agamemnon im Kontext des Bewusstseins seiner eigenen Schuld ("Ilias"). Die mittelalterliche Literatur bezieht sich auch auf religiöse Themen. Religiöse Überzeugungen erklären das Gefühl der Schuld als ein positives Phänomen: die Erbsünde, die den "sündigen" Körper hervorbringt, kann nur durch das Erleben von Schuld zumindest teilweise erlöst werden.

Dante Alighieri, "der letzte Dichter des Mittelalters und der erste Dichter des neuen Zeitalters", ein ausgebildeter Theologe, bot in seiner "Göttlichen Komödie" eine "programmatische" mittelalterliche Vorstellung von der Sünde und der (Un-)Möglichkeit der Läuterung der eigenen Seele. Erst die Entfaltung der Handlung am Karfreitag führt den Leser zum Verständnis der Schuld als Eigenschaft des Menschen. Die Titel der Teile ("Hölle", "Fegefeuer", "Paradies") sowie die semantische Last und Symbolik der Bilder (Dunkler Wald, Löwe, Wolf, Panther, Virgil, Beatrice) füllen den semantischen Rahmen des mittelalterlichen Schuldgefühls.

Die national vielfältige Literatur der Renaissance aktualisiert auch den Begriff der Schuld und die Fähigkeit, sie zu verstehen und zu erfahren, insbesondere wenn sie den Sozialtyp des

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[1] "Metamodernism: historicity, affect, an depth after postmodernism"

Protagonisten modelliert. Der arrogante und immer im Recht befindliche Don Quijote ist nicht fähig, seine eigene Schuld oder Unvollkommenheit zu erkennen. Der Autor bietet dem Leser das Bild eines Menschen, der nicht in der Lage ist, sich selbst kritisch zu reflektieren und folglich auch nicht zu wachsen. Die eigene Schuld zu verstehen, bedeutet, den Weg zu einem "besseren Selbst" zu gehen. Shakespeare thematisiert auch die in Schuld verlorene Persönlichkeit: der zu neuen Morden gezwungene Tyrannenherrscher Macbeth beraubt sich selbst der Möglichkeit, ein erfülltes Leben zu führen, und die zutiefst symbolträchtigen Figuren des "Hamlet" vertiefen und erweitern zugleich die semantische Umsetzung des Begriffs im existenziellen Kontext.

Schuldgefühle gegenüber sich selbst, für die eigene Unentschlossenheit, Zwiespältigkeit und Einsamkeit – Barockkünstler verweben die Erfahrung des Grolls gegenüber sich selbst mit der Suche nach einem "verlorenen Paradies". Die Unfähigkeit, den eigenen Kern zu finden, sich mit sich selbst zu versöhnen, führt zu einem ständigen Hin und Her des barocken Helden zwischen Askese und Hedonismus, Gott und Teufel. So lädt P. Calderon den Leser dazu ein, gemeinsam Antworten auf die Fragen psychologischer und emotionaler Natur zu finden: ob der Mensch in der Lage ist, über sein Schicksal zu entscheiden und mit seiner Entscheidung zufrieden zu sein ("Das Leben ein Traum").

Die Aufklärer verbinden den Begriff der Schuld, wie auch die emotionale Sphäre des menschlichen Lebens, eng mit dem Geist, der Fähigkeit zum (Um-)Denken. Schuld und Empathie erscheinen daher als optionale, aber besonders wertvolle Bestandteile der (intellektuellen) Persönlichkeit eines Menschen. Es handelt sich dabei um die so genannten Emotionen des Selbstbewusstseins oder "moralische oder soziale Emotionen", die komplexer strukturiert sind als die Basisemotionen: Hier koexistiert Schuldgefühl mit Stolz, Eifersucht, Empathie, Scham usw[2]. Die Lebensphilosophie und die postklassische Philosophie, die sich insbesondere auf den Begriff der Angst konzentriert, behandelt in dem literarischen Werk das Problem der Schuld im Zusammenhang mit zwischenmenschlichen Beziehungen und den Auswirkungen der eigenen Taten und Handlungen auf andere. Die unterschiedlich benachteiligten Helden von Ivan Frankos Roman "Cross Paths" scheinen typische Träger des Archetyps des Schuldigen / der Opfer aller vor allen und vor allem vor sich selbst, ihrem Schicksal zu sein. John Steinbeck bietet in seinem Roman "Der Osten von Eden" eine breite Palette verschiedener Symptome zwischenmenschlicher Beziehungen, bei denen jede neue Wendung der Handlung den Schleier neuer Schuld öffnet.

Die oben genannten literarischen Versuche, das Thema Schuld zu behandeln, weisen auf eine Art Kontinuität in der literarischen Tradition hin, die die Grundlage, die archetypische Basis für die Verfolgung der künstlerischen Umsetzung dieses Konzepts in literarischen Werken späterer Epochen ist.

3. Selbstsein als metamodernes Kanon

In Bezug auf metamoderne Tendenzen, das Menschliche im Menschen zu suchen, seinen inneren Platz in der Außenwelt zu finden, wählen wir für die literarische Analyse den Roman des modernen amerikanischen Schriftstellers jüdischer Herkunft Jonathan Safran Foer "Unheimlich laut und unglaublich nah" aus. Im Mittelpunkt des 2005 geschriebenen Romans, dessen Handlung sich im Hintergrund der Katastrophe des 11. September 2001 entfaltet, steht die Figur des 11-jährigen Oskarr Schell, der seinen Vater beim Einsturz eines der Twin Towers verloren hat. Ein ungewöhnliches Kind ist auf der Suche nach Antworten auf viele Fragen, die

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[2] Ilin, Ye., P. (2016). Psychology of conscience: guilt, shame, remorse.

sich wie ein roter Faden durch die Handlung ziehen und die existenziellen Bedeutungen des menschlichen Lebens und des Schicksals vervielfältigen.

Das kompositionelle und semantische Zentrum des künstlerischen Modells des Romans ist der Begriff des "Selbst". Das maximal individualisierte und teilweise tragische Heldensystem des Werks stellt die Handlung um zahllose "Ichs" in den Mittelpunkt. Die Einsamkeit als Schlüsseleigenschaft, Symbol und Sinn des künstlerischen Romanraums gewinnt an Vielzahl von Realisierungen – durch die Tatsache, dass keine der Figuren zweitrangig wird: weder in Bezug auf die Handlung, noch in Bezug auf die emotionale Sättigung des Bildes. Das Zeichensystem des Werks konkretisiert die Geschichte, die dem Leser präsentiert wird, und richtet auch die Präsentation, indem es den Vektor der wahrscheinlichen Rezeption festlegt.

Das Modell der fiktionalen Welt des Romans wird durch ein Kaleidoskop semantischer Ebenen bestimmt, von denen jede für ein bestimmtes persönliches Phänomen steht – eine Tragödie, eine entscheidende Wendung des Schicksals, eine besondere Figur usw. Die große Anzahl von Charakteren, die das Bild des Protagonisten Oskarr ergänzen / fortführen, ist bewusst und klar definiert: auf diese Weise erreicht der Autor die maximale Sättigung der Handlung, und folglich wird eine besonders akute emotionale Sphäre des Romans zum Ausdruck gebracht. Der Versuch, die Koordinaten des "Modell-Lesers" (nach U. Eco) auf der Ebene eines fiktionalen Werks festzulegen, bestimmt die Entscheidungen des Autors und die Organisation der Erzählung.

J. Foer wählte die Persönlichkeitssphäre als Dominante bei der Schaffung der künstlerischen Welt, deren Hauptaufgabe eine besondere Subjektivierung der Handlung, ihrer semantischen Verzweigungen und Schichten zu sein scheint.

Für die poetologische Analyse des Schuldgefühls als künstlerischen Konzeptes konzentrieren wir uns auf seine Deutung als gesellschaftlich bedingte Erfahrung der Unzufriedenheit mit sich selbst, die sich in einem inneren Konflikt aufgrund der Unvereinbarkeit des eigenen Denkens und Handelns mit gesellschaftlichen, ethischen oder moralischen Anforderungen manifestiert; eine Art Konflikt zwischen Gewissen und Moral *(Blum, 2008)*.

4. Schuld des Kindes oder Schuld vor dem Kind?

Die Frage "Warum bin ich nicht da, wo du bist?"[3] *(Foer, 2005: 25, 100, 174, 224)* ist tragisch rhetorisch, aber für die Komposition des Romans entscheidend. Sie lenkt die Handlung in eine unbekannte und eher zweifelhafte Richtung. Der Vater des 11-jährigen Oskarrs wurde bei dem Terroranschlag in New York in einem der Twin Towers des Trade Centers getötet. Der Junge ist sich des Verlusts seines Vaters bewusst, ist aber nicht damit einverstanden, dass er sich von der wichtigsten Person in seinem Leben verabschieden muss – er weiß, dass der Sarg seines Vaters leer ist. Oskarr erinnert sich gut daran, dass sein Vater ihm immer von seinen Plänen erzählte und versprach, immer für ihn da zu sein. Der Groll gegen den Vater, der nicht beleidigt werden kann und will, verwandelt sich in ein Bestreben, den Schmerz zu dämpfen: Oskarr muss eine Geheimtür finden, die sich mit einem Schlüssel mit der Aufschrift "Black" öffnen lässt, den er in den Sachen seines Vaters gefunden hat ("In der Nacht, in der ich beschloss, dass die Suche nach dem Schloss mein wichtigstes raison d'être war, musste ich vor allem anderen seine Stimme wieder hören" *(Foer, 2005: 63)*). Es ist anzumerken, dass die semantische Vorbestimmung und die bewusste Verschiebung des Bekannten durch die Einführung des Protagonisten in eine neue Lebensgeschichte (jeder neue Black, an dessen Tür

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[3] Hier und weiter wurden Zitate aus dem Roman aus dem Englischen übersetzt – R.K.

Oskarr klopft, in der Hoffnung, wenigstens ein wenig über seinen Vater zu erfahren). Jede dieser Geschichten verzögert die Handlung und bietet gleichzeitig die Möglichkeit, sich von dem Unvermeidlichen zu distanzieren. Oskarrs Tragödie ist unmittelbar mit der Geschichte seiner Familie verbunden. Der Schmerz über den Verlust des Vaters, der Groll auf die Mutter, die (wie es Oskarr scheint) zu schnell Trost in der Gesellschaft seines Freundes Ron gefunden habe, die Unbeholfenheit der Berührung seiner Großmutter, die Schuldgefühle, weil er nicht ans Telefon gegangen sei, als sein Vater "an diesem Tag" zum letzten Mal angerufen habe – die Intensität der gleichzeitigen Erlebnisse sowie die große Zahl der Figuren führen zu einem besonderen Verständnis für Oskarrs Einsamkeit.

U. Eco stellte fest, dass "die tragische Handlung nach Aristoteles die Figur in eine Reihe von Ereignissen, radikalen Veränderungen, Erkennungen, verschiedenen Vorfällen einbezieht, die Mitleid und Angst erregen und in einer Katastrophe gipfeln"; wir fügen hinzu, dass die Handlung des Romans diese dramatischen Einheiten in kontinuierlichen Erzählreihen entwickelt, die im populären Roman von selbst zu einem Ende kommen. "Sie sollten so weit wie möglich ad infinitum vervielfältigt werden" *(Eco, 2004: 162)*. Auf gleiche Weise reiht Oskarr Schell dramatische Umstände und Geschichten wie Knöpfe an einem Faden auf und verwebt so die Welten eines Erwachsenen und eines Kindes, die äußere Welt und ihr Innenerleben zu einer Welt – jedes der Rätsel dieses ontologischen Bildes ist das (halb)zerstörte Schicksal eines Menschen.

Das Unmut sowie Schuldgefühl, die Oskarr erlebt, erscheinen dem Leser durchaus angemessen – vor allem aus der Perspektive eines Erwachsenen. Vater Thomas schenkte Oskar nicht nur das Leben im biologischen Sinne – er gab seinem Sohn alles: die Welt, das Gefühl der Zugehörigkeit, Sicherheit, aber vor allem gab er seinem Sohn sich selbst. Der Vater wusste, dass sein Sohn Probleme mit der Kommunikation mit Menschen hatte, also erfand er eine Art Spielexpedition, deren Aufgabe darin bestand, Oskarr ständig neue Menschen vorzustellen. Auch hier hilft der Vater mit – er erstellt eine Visitenkarte, die am besten über Oskarr erzählt: "Erfinder, Schmuckdesigner, Schmuckhersteller, Amateur-Entomologe, Frankophiler, Veganer, Origamist, Pazifist, Perkussionist, Amateur-Astronom, Computerberater, Amateur-Archäologe, Sammler von seltenen Münzen, toten Schmetterlingen, Miniatur-Kakteen, allem, was mit den Beatles zu tun hat, Halbedelsteinen und anderen Dinge" *(Foer, 2005: 91)*. Es scheint, dass im "anderen" Oskarr "anderer" Thomas verkörpert wird: nur sie konnten sich verstehen, nur die beiden wussten, dass das Fehlen eines Hinweises ein Hinweis ist *(Foer, 2005)*. Deshalb hat der sinnlose und unerklärliche Tod des Vaters bei dem Kind ein Gefühl der Verbitterung ausgelöst: "Oft kommt es mir so vor, als stünde ich mitten in einem riesigen schwarzen Ozean oder im tiefen Weltraum, aber das ist keineswegs ein angenehmes Gefühl" *(Foer, 2005: 31)*. Der Junge selbst findet die Rettung für sich – er macht wichtige Erfindungen, die auf den ersten Blick wie eine kindliches Vergnügen wirken. Oskarrs Erklärungen zu den einzelnen "Erfindungen" tragen jedoch zu einer noch größeren Tragik in der Wahrnehmung des Lesers bei: "eine Weste aus Vogelfutter" *(Foer, 2005: 13)*, die helfen könnte, "wenn Menschen so schnell wie möglich von einem Tatort wegkommen müssen und das nicht können, weil sie keine Flügel haben, zumindest noch nicht..." *(Foer, 2005: 13)*, oder kleine Mikrofone, die "Herzschläge über winzige Lautsprecher in den Taschen der Kleidung" *(Foer, 2005: 13)* wiedergeben könnten. Ein Kind, das in der Person seines Vaters alles verloren hat, was es zum Leben braucht, ist dazu verdammt, im Schatten einer unbeantworteten Frage zu leben und aufzuwachsen: "Warum bin ich nicht da, wo du bist?".

Die Spaltung des kindlichen Bewusstseins zwischen Groll und Schuld führt den Jungen zu einer Art Zwischenlösung – er trauert um seinen Vater und leistet seinen "Beitrag zum

Reservoir der Tränen" *(Foer, 2005: 43)*. Dies ist offenbar das einzige gerechte Leben nach "diesem Tag" in Bezug auf den Verstorbenen: "Mama und Ron waren im Wohnzimmer und haben zu laut Musik gehört und Brettspiele gespielt. Sie hat Papa nicht vermisst [...] Ich habe alle meine inneren Schlösser wieder verschlossen, nicht weil ich verletzt war, nicht weil ich etwas kaputt gemacht habe, sondern weil sie Spaß hatten. Obwohl ich wusste, dass ich es nicht tun sollte, habe ich mich trotzdem gequält" *(Foer, 2005: 32-33)*. Laute Musik oder Lachen bedeutet, seinen Vater (oder sein Gedächtnis) zu beleidigen, und so zu tun, als sei alles in Ordnung, ist ein unverzeihlicher Verrat. Deshalb gibt es in Oskarrs Kopf keinen Platz für Ron: "Ich wusste, dass er nur versuchte, mit mir auszukommen, aber es machte mich unglaublich wütend. "Yo-yo moi!", rief ich und nahm ihm das Jo-Jo weg. Was ich ihm wirklich sagen wollte, war: 'Du bist nicht mein Vater, und du wirst es auch nie sein'" *(Foer, 2005: 14)*. Oskar kann und will das Leben ohne seinen Vater nicht akzeptieren. Deshalb fühlt er sich vor allem seinem Vater gegenüber schuld, aber auch gegenüber allen, die nicht in den "Tränenreservoirs"von ihm und seiner Großmutter eingebunden waren.

Das Erleben seines Grolls führt den Jungen zu teilweise aggressivem Verhalten, dessen Folgen er sich bewusst ist und das zu einer wachsenden Schuld führt. Diejenige, die mit Oskar auf eigene Weise litt, war seine Mutter. Er wirft ihr vor, "an diesem Tag" nicht zu Hause gewesen zu sein, bemerkt ihre Tränen nicht, ist ganz in seine Gefühle vertieft, obwohl er weiß, dass seine Mutter, genau wie er, nichts tun konnte.

Bei der Modellierung der Welt der Kindheit im Kontext der Schuld folgt der Autor der Regel von Wilkie Collins: "Bring sie zum Lachen, bring sie zum Weinen, lass sie warten" *(Barri, 2008: 267)*. Die maximale Subjektivierung der Zeit, so scheint es, sollte den Rezipienten auf die Metaebene der Bedeutungsentschlüsselung bringen. Der Leser lacht, aber mit dem bereits vertrauten Verständnis, dass die nächste semantische Wendung zum Verständnis der Bitterkeit eines bestimmten menschlichen – kindlichen – Schicksals führen wird.

Der Junge sucht verzweifelt nach dm Ausweg aus dem Teufelskreis: Tod des Vaters – Einsamkeit – "emotionale Sensibilität" *(Foer, 2005)* – (un)traurige Mutter – Großmutter, die immer da ist – der Schlüssel mit der Aufschrift "Black" – der Googolplex ("it's a googol to the extent of a googol" "es ist ein Googol in der Größenordnung eines Googols" *(Foer, 2005)* Schlösser in New York – die (Un)erschöpflichkeit des Tränenreservoirs – ... Auf dieser Suche nach Einsamkeit und Schmerz wird Oskar von derjenigen begleitet, die ihren Sohn vermisst, die Angst hat, ihren Enkel zu verlieren, die beleidigt ist und sich entschuldigt – die Großmutter.

Sie klatscht laut im Schultheater, auch wenn Oskars Leistung kaum als großartig zu bezeichnen ist, sie geht mit ihm auf Expeditionen – sie lebt für ihn. Die Rolle der Großmutter in Oskars Leben, insbesondere nach dem Tod seines Vaters, ist kaum zu überschätzen. Sie bezeugen sich gegenseitig, dass Thomas immer für sie da ist – in der Fürsorge und den "tiefen Gedanken" seiner Großmutter und der Neugier und "Unnachgiebigkeit" von Oskar.

Die Großmutter interessiert sich für Oskars Hobbys, begleitet ihn in den Central Park, unterstützt und liebt ihn – je tiefer der Zuschauer in die Geschichte einsteigt, desto mehr erkennt er, dass die Großmutter dies mehr für sich selbst als für ihren Enkel tut. Er ist das Einzige, was sie noch hat. Das Leben voller Verluste und Schmerz gab ihr schließlich etwas wirklich Wertvolles – Oskar. Wie Thomas hat auch sein Vater sie verlassen – zuerst, als er erfuhr, dass sie schwanger war ("Seine Augen wurden meine Welt. Ich war bereit, alles andere für ihn aufzugeben" *(Foer, 2005: 25)*), und dann – 40 Jahre später – wieder. Die Großmutter und der Enkel sind nicht nur befreundet, denn vor einem Freund kann man Geheimnisse haben, und die Großmutter ist beleidigt, weil sie diejenige war, die "an diesem Tag" mit Oskar schweigend unter dem Bett lag. Sie hätte schon vor langer Zeit wegen all der Verluste sterben können,

ohne Verzweiflung und Groll zu empfinden, aber sie hat den Enkel, und ihr ist klar, dass er sie lebenswichtig braucht. So vergibt die Großmutter alle Beleidigungen und Worte, die Oskar benutzt, und überwindet ihre Schuldgefühle, um ihrem verwaisten Enkel die besten Erinnerungen an Thomas zu erhalten.

Ein wichtiger Mechanismus im Prozess der semantischen Umsetzung des Begriffs "Schuld" ist das Verschweigen oder Schweigen. P. Barry bemerkt: "Der Schlüssel zur Geschichte ist nicht so sehr die Bereitstellung von Informationen als vielmehr deren Verheimlichung: der Leser weiß oft etwas, was der Protagonist nicht ahnt, oder der Erzähler verbirgt bestimmte Informationen vor beiden. Der zentrale Mechanismus in den Geschichten ist die Retardierung, genauer gesagt, die Verzögerung der Informationsübertragung" *(Barri, 2008: 267)*. Der Leser von Foer lernt nach und nach die Geschichten der Romanfiguren kennen, aber schon der Inhalt offenbart die gebrochene traditionelle Abfolge der Darstellung und gewöhnt den Leser an die komplexe Erzählstruktur des Werks, in der jede nachfolgende Geschichte es erlaubt, die vorhergehende besser zu verstehen und gleichzeitig zahlreiche neue Fragen aufwirft. Der existenzielle Wert des von Foer vorgeschlagenen Dialogs liegt in der Wahl eines Kindes als Hauptfigur, und das Werk gehört zur Erwachsenenliteratur: "in einem tiefgreifenden Überdenken der Beziehung zwischen Vergangenheit und Gegenwart, in dem das Kind als Vermittler, als Schöpfer eines ganzheitlichen, harmonischen Weltbildes auftritt. Als noch ungeformtes Existenzial, das den Prozess der Individualisierung der Persönlichkeit widerspiegelt, ist das archetypische Bild des Kindes in der Lage, das öffentliche Bewusstsein einzustellen und entspricht der psychologischen modernen Situation der Vererbung und des Generationswechsels, der Erneuerung und der Erlösung [...], denn den Kindermythen zufolge ist es das Kind, das in "unruhigen" Zeiten zum Retter der Welt wird" *(Sartre, 1948: 46)*. Foer stellt Oskar eine nicht kindliche Aufgabe – sich selbst zu retten, seine Familie zu retten, seine Welt zu retten: den Schmerz der Vergangenheit zu überwinden, das Beste aus ihr zu nehmen, sie mit Leichtigkeit in den Alltag zu bringen.

5. Schlussfolgerungen

Die zeitgenössische Literatur sucht nach Mitteln und Wegen, den Menschen (wieder) zu entdecken – gegenüber der Welt, gegenüber anderen und vor allem gegenüber sich selbst. J. Foer, der "zweifellos zu einem neuen Typ des literarischen Kriegers gehört – er ist virtuos, verträumt, erfinderisch, witzig und wütend. Er füllt die Seiten mit explosiver Kraft" *(Foer, 2015: 2)*, wählt als eine der Möglichkeiten, die künstlerische Welt des Werks, die sich im Hintergrund einer unsagbaren Tragödie entfaltet, zu "konzentrieren", den Rahmen der Kindheit, deren semantischer Inhalt den Leser nicht nur "verwirren", sondern auch die Rezeption richtig lenken und die Schaffung eines neuen existenziellen Denkparadigmas bewirken kann. Der Roman für einen erwachsenen Leser über die Welt der Kindheit existiert auf der Ebene der philosophischen, ideologischen und weltanschaulichen Erkenntnis, wo die erzählerische "Reproduktion" die Rezeption erschwert.

Wie wichtig der persönliche Faktor im Werk des Autors ist, zeigt sich an der Widmung des Romans: "Für Nicole, die Verkörperung von allem, was in meinen Augen schön ist..." *(Foer, 2015: 5)* (Nicole Krauss – die Frau des Schriftstellers, die Mutter seiner beiden Kinder. – Unsere Anmerkung. – R.K.). Das Leben einer einzelnen Familie nach dem Verlust eines Verwandten wird zu einer großzügigen Ebene für die Überlegungen des Schriftstellers, der Zeuge tragischer Ereignisse für sein Heimatland und die ganze Welt wird. Oskar, seine Mutter, sein Vater, seine Großmutter, sein Großvater, die Schwester der Großmutter, Anna,

die Nachbarin, neue Bekannte, der Pförtner Stan, der neue Freund der Mutter und andere – die Anzahl der Figuren und der Montagecharakter des Romans formen im Kopf des Lesers das Bild der Kindheit des XXI Jahrhunderts. Die Erzählung, deren semantisches Zentrum in der Schuld – als Gefühl, Erfahrung, Weltanschauung, Hauptfaktor des Lebenshorizonts – konzentriert ist, hebt die vorherrschenden Merkmale der Metamoderne hervor (wie neue Aufrichtigkeit, Metamorphose, Hyperselbstreflexivität usw.) So gehört der Roman des zeitgenössischen amerikanischen Schriftstellers zu den literarischen Werken, die das metamoderne Weltbild formen und die metamodernen Mittel zur Schaffung der künstlerischen Welt artikulieren und damit den Horizont des aktuellen literarischen Diskurses in seinen führenden methodischen Ansätzen erheblich erweitern.

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FEASIBILITY OF IMPLEMENTING INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE PROCESS OF FOREIGN LANGUAGE TEACHING

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Summary

The article deals with the feasibility of implementing information and communication technologies in the process of foreign language teaching. The specifics of their use in order to improve the quality of foreign language teaching have been revealed. The role of information-communication technologies in providing a student-centred approach have been described. The prospects for implementing digital learning and the possibilities of cross-border initiatives within the Bologna Process and the Erasmus+ programme have been analysed. Particular attention has been paid to the role of information-communication technologies in internationalisation of student youth and scientific-pedagogical staff at the global level, the development of partnerships with leading institutions of the world, which improves the quality of education, teaching and research. The development of educational partnerships as a key element of the European strategy of cooperation with other regions of the world has been considered. It has been found out that the wide availability of high-quality educational resources, the ability to adapt these materials to specific conditions cause significant qualitative changes at different levels of education in many countries. The European experience in the development of e-learning strategies, the structure of pedagogical training and institutional support, as well as the possibility of integrating it into the national system of foreign language teachers' advanced training have been researched.

Key words: cross-border initiatives, online learning, ICT competence, Bologna Process, higher education.

1. Introduction

Information and communication technologies have the huge potential for expanding access to higher education and increasing the diversity of students as they provide the opportunity to study anywhere, anytime and choose a course lecturer. Such flexible learning is very important for students with special needs and changes the role of higher education institutions in professional development and lifelong learning programmes. In turn, this allows us to enter the international markets of educational services and supplement existing solutions in the field of cross-border education.

Improvement of educational partnerships is a core element of the European strategy of cooperation with other regions of the world, as well as a mechanism for increasing the level of education in emerging economies. At the local level, innovative technologies can support national efforts to strengthen cooperation between institutions, exchange experiences, and create a "more critical mass". A key role is played here by online courses as new ways of

transferring knowledge in terms of lifelong learning opportunities, professional development and internationalisation of higher education. New technologies promote closer collaboration with both global and local partners.

E-learning creates new opportunities for collecting and analysing student data, unlocks the great potential for more personalised learning, although at the same time, much caution should be taken to ensure that higher education students are aware of the risks and agree to the collection and use of their personal data. In the national pedagogical science, the role of modern ICT in the professional activity of a foreign language teacher is not sufficiently researched and requires more detailed consideration.

Nowadays many scientific-pedagogical workers are paying considerable attention to the implementation of technological innovations in the context of the modernisation of higher education. As a result, we observe changes in the ways of teaching and learning university students. In their opinion, although classroom learning will continue to be the basis of higher education systems, it will be supplemented with a new variety of teaching tools and methods, as well as many other e-learning opportunities. The positive impact of information, communication and innovative approaches on higher education within the Bologna process and the Agenda for the modernisation of Europe's higher education systems has been described by N. Avsheniuk, O. Dzhedzhula, K. Kovalova, R. Kravets, O. Levchuk, O. Lokshyna, O. Yumachikova and others. Such technologies are already providing better learning and teaching both at universities and online, as educational resources from around the world are becoming more and more accessible and learning uses more interactive media. At the same time, scientists note that teaching methods can better meet the needs of individual students, and advances in the analytical learning process provide faster feedback. Therefore, mastering modern information and communication technologies is an urgent issue for foreign language teachers, that has determined the purpose of the article – substantiation of the feasibility and advantages of implementing information and communication technologies in the process of foreign language teaching at higher education institutions.

2. Development of ICT and online platforms

New ICT and online platforms have evolved and still continue to grow in terms of speed, interactivity and potential coverage of various fields of activity of higher education applicants. Copying digital material costs little or almost nothing, and a more flexible approach can be applied to copyright. Broadband Internet access helps to reach students anywhere in the world. According to the International Telecommunication Union, more than 5 billion people have access to the Internet, and this is a great potential *(ITU Statistics, 2022)*.

A foreign language teacher achieves the education quality improvement of by providing high-quality educational materials and a more creative, personalised pedagogical approach. At the same time, in this process, it is necessary to increase the quality of the content as a priority, since digital technologies by themselves do not guarantee improving the quality of teaching, but these technologies can make the quality of presentation better and support efforts in organising more personally oriented learning.

Mastering modern ICT will allow foreign language teachers to significantly increase the productivity of professional activity. In this process, it is worth highlighting the following specifics:

1) Nowadays foreign language teachers have the opportunity to use a wide range of materials in various formats to improve the quality and diversify their curricula.

2) Each student is a unique person who studies at an individual pace, so the teaching tools at universities and colleges should be chosen taking into account age and personal characteristics (student-centred approach). Some students will learn better and faster when using interactive media which include images, graphics, video and audio, while others will prefer static text and numbers.

3) The pedagogical technology can combine all of the above mentioned elements to create a personalised offer for each student on the basis of their strengths. In addition to improving the efficiency of education, such adaptation of the offer to individual needs can have a significant impact on the increase in the number of students pursuing a second higher education.

4) Digital assessment tools provide quick feedback, they can form objective viewpoints about students' progress, and enable adaptation of the curricula according to their needs. New technologies and communication platforms make better interact between the teacher and students, as well as between students in the classroom and extracurricular activities.

5) As much of the curriculum content can be realised through self-directed e-learning, educators can focus on their role as mentors, developing information management, information acquisition and survey skills, critical thinking and practical mastery of the obtained material.

Thus, digital media can contribute to a more active, problematic presentation of educational materials and can better motivate students to be more involved in the educational process.

3. Demand for higher education and ICT

According to N. Avsheniuk *(Avsheniuk, 2015)*, the global demand for higher education will grow exponentially: from 1,8 million students to more than 7,2 million in 2025. Emerging economies such as China and India will be the main drivers of this growth. Even in many EU countries, where there is a decrease in population, the number of people studying at higher education institutions continues to grow. A significant percentage of this increase falls on adults. These forecasts require clearly planned actions, so scientific-pedagogical workers often ask the following questions: Will higher education institutions in Europe and abroad be able to maintain and improve the quality of education in the face of constant growth and diversification of the student contingent? In what way should educational institutions adapt to meet a wider range of needs? Will sufficient funding be allocated for the development of higher education?

In our opinion, the development and implementation of modern information and communication technologies in a teacher's professional activity is a partial answer to these questions, designed to help in the implementation of digital learning, because the pace of educational changes around the world is also associated with the opening of online courses. However, it is worth noting that such changes are only one of the components of the wave of innovations, which affects not only higher education in general, but also foreign language teaching and the assimilation of knowledge by students.

Identical considerations are expressed by O. Dzhedzhula and O. Levchuk *(Dzhedzhula, Levchuk, & Kravets, 2021)*, stating that the growing demand for open educational approaches and resources, the development of innovative pedagogical technologies have led to the creation of a huge number of digital platforms and portals which offer easy access to educational services and materials, make online participation in many different courses possible. Changes in the perception and attitude towards distance learning have been observed. More and more people are choosing online learning. Traditional educational and professional programmes are being modernised in a certain way. Therefore, foreign language teachers and students have access to

more materials, and modern ICT and new methodological approaches are used while studying in a group. I agree with scholars that these forms of education are becoming increasingly popular and recognised in the society. Higher education institutions are currently developing online offerings which cover learning objectives, advanced training programmes, and special courses such as MOOCs (Massive Open Online Courses). In Europe, these changes were slow, and the discussion about them was not as wide as in other regions of the world, especially in the United States. The possible impact of these changes is not defined in the Bologna Declaration, although ensuring quality and widely accessible education is the main goal of the European Higher Education Area.

The main purpose of the Bologna Process is to increase the attractiveness and competitiveness of European higher education. In the context of globalisation and dynamic modernisation of higher education in developing countries, European universities are trying to create a well-known brand in order to remain competitive in attracting students, employees and international partners. Accordingly, European governments are taking various steps to ensure that their higher education systems can respond effectively and in a timely manner to various socio-economic challenges and global competition. They are increasingly adopting a systematic approach and implementing new strategies to create a coherent structure of complementary, cooperative and diverse institutions, offering various forms of education to meet the needs of people, employers, and society. At the same time, the European Union's support for joint cross-border initiatives, in particular Erasmus +, deserves positive assessment, as it encourages the teaching staff to change the teaching methodology, and public authorities to create an appropriate environment, incentives for action, ensure the quality and recognition of loans, financing of higher education institutions at the national and institutional levels *(Lokshyna, 2018)*.

Scientists *(Dzhedzhula, Levchuk, & Kravets, 2021)* substantiate the feasibility of improving access and promoting lifelong learning by creating a more diversified higher education system. Methodologists-practitioners point out that traditional teaching forms have never met the needs of all social groups, and current financial, temporal, and spatial constraints still prevent some groups of the population from benefiting from higher education. To our mind, today there is an urgent need to create opportunities for advanced training, retraining and continuous professional development so that citizens have the appropriate skills and qualities necessary in the modern labour market. The achievement of this goal is provided by ICT and e-learning. The flexibility inherent in this form of learning can also provide rapid adaptation to the changing needs of the workforce and skills shortages. In the US, there are several interesting projects like Starbucks, AT&T and Udacity which consider the types of partnerships, explore different training opportunities, offer their employees subsidised online research and special courses, form their basic knowledge, skills and abilities necessary to work in positions held in the company.

The reasoning of teachers to improve the individualisation of learning by increase the quality of data collection seems quite grounded. In this context, online learning helps a foreign language teacher to collect a series of data that can be used to monitor student performance. Therefore, based on the analysis of the data obtained, it is possible to modify the system of higher education according to the students' individual needs. However, the collection, analysis and use of the collected data should be carried out only with the consent of the subjects of the educational process. These data can form the idea of a foreign language teacher about the students' participation in the course, their cooperation with classmates, the specifics of mastering information.

The EU assigns a special role in the development and implementation of a comprehensive national framework to the European Commission in order to expand educational proposals and integrate new ways of learning and teaching into the higher education system of member states. This higher executive body of the EU should promote mutual studying on key aspects, covering skills development, infrastructure, legislative framework, quality assurance and funding, in particular through the use of the potential of the Erasmus+ programme. First of all, the European Commission should support higher education institutions through the Erasmus + programme to increase the digital potential of new ways of learning and teaching, incorporating them into the overall system. Accordingly, Erasmus+ grants should be provided to facilitate experimental partnerships with specialised service providers *(Erasmus+ Programme Guide, 2022)*.

In our opinion, there is enough room for cooperation between institutions and countries in the development of e-learning strategies, the structure of pedagogical training and institutional support. The impetus for further actions is the development and operation of a number of platforms, portals, storages: Educational Era in Ukraine, FutureLearn in the UK, Iversity in Germany, FUN in France, MiriadaX in Spain, OpenupEd as an initiative of EADTU (European Association of Distance Teaching Universities). Thus, national authorities should contribute to the development of a competence system in relation to digital skills. This basis should be integrated into the national system of advanced training of foreign language teachers.

4. ICT competence of a foreign language teacher and five models of using ICT

A modern teacher is expected to have the knowledge, skills and abilities to use modern ICT, necessary to improve the quality of education, integrate new teaching tools into traditional education and expand the possibilities of e-learning during the professional training of students. The foreign language teacher also does not stand aside from these issues and faces the problem of choosing the best tools, programmes, digital technologies and sources of information.

Contemporary ICT and related teaching methods require different skills than traditional teaching, which can lead to additional pressure on foreign language teachers. In this regard, O. Dzhedzhula, K. Kovalova, R. Kravets, O. Yumachikova express views on organising qualified activities, which require proper preparation, leadership, support. This is especially significant because the consequence of applying these new forms of education causes the change in the role of foreign language teachers to experts in a particular field and mentors-assistants in the development of critical thinking. Scientists suggest introducing certified pedagogical training and mandatory advanced training to master digital skills as a key element in this process *(Kravets, Dzhedzhula, Kovalova, & Yumachikova, 2022)*.

Colleges are also encouraged to provide digital skills training. Recently, the results of the Teaching and Learning International Survey showed that in all EU countries, more than half of students do not use ICT in projects or in the classroom. Students are not sufficiently prepared for e-learning at schools. We believe that it is advisable to pay attention to the inclusion of soft skills acquired during schooling in educational and professional e-learning programmes *(TALIS, 2022)*.

UNESCO, in partnership with Cisco, Intel, ISTE and Microsoft, has developed recommendations for the structure of teachers' ICT competence *(UNESCO's ICT Competency Framework for Teachers, 2022)*, which defines the competencies they must master in order to use ICT skilfully in their teaching methodology and professional self-development.

Models of funding for higher education and tuition fees in the EU are not aimed at developing online researches, and in some cases are obstacles to this. This manifests itself to various degrees. In some countries, education is free, and the inability to earn additional income

	TECHNOLOGY LITERACY	KNOWLEDGE DEEPENING	KNOWLEDGE CREATION
UNDERSTANDING ICT IN EDUCATION	Policy awareness	Policy understanding	Policy innovation
CURRICULUM AND ASSESSMENT	Basic knowledge	Knowledge application	Knowledge society skills
PEDAGOGY	Integrate technology	Complex problem solving	Self management
ICT	Basic tools	Complex tools	Pervasive tools
ORGANIZATION AND ADMINISTRATION	Standard classroom	Collaborative groups	Learning organizations
TEACHER PROFESSIONAL LEARNING	Digital literacy	Manage and guide	Teacher as model learner

Fig. 1. Structure of a foreign language teacher's ICT competence

in online courses can reduce the institution's enthusiasm to invest in their development. In turn, the university will not receive government funding for online students, and therefore there is no financial incentive to expand the offer of online courses.

V. Chentsov, I. Degtyarova, O. Hryhorash, believe that the national funding framework should create an incentive for universities to work towards open education, develop more flexible learning regimes and diversify the student environment. In their opinion, state authorities can mobilise earmarked funds to support efforts to implement new teaching methods in the higher education system. The funds should stimulate joint efforts to meet the needs of infrastructure, pedagogical training and programme implementation. National and regional authorities, in turn, use the opportunities offered by European structural and investment funds to support the development of the necessary infrastructure, technologies and database storages *(Chentsov, Degtyarova, & Hryhorash, 2019)*.

The latest report of the European Commission on Education and Training *(Education and Training Monitor, 2021)* actualised the issue of replacing the traditional approach to accreditation of individual programs by a more flexible approach to the development and conduct of courses, the introduction of innovative technologies and new teaching methods at higher education institutions (for example, open educational resources, information and communication technologies in the classroom, etc.). We suppose, these technologies and methods should be included in the standard quality assurance and accreditation procedures, taking into account European standards and quality assurance guidelines. At the same time, government agencies are expected to develop guidelines to ensure the quality of open online learning and promote the better use of ICT in higher education. While working with students, five models of using ICT can be distinguished:

1) A foreign language teacher uses ICT to prepare materials for classes. Students are recipients and work with the printed materials.

2) A student works with ICT independently or in a group getting ready for classes at home. The rest of the students and the teacher, as recipients, use the materials created by the students.

3) A foreign language teacher selects textbooks using ICT. Students use ICT in class, working with materials in an electronic form.

4) Flipped learning – the lecturer relies on ICT while preparing materials for students' independent work. Based on these materials, students develop a certain element of classes, use the knowledge gained during classes and learn from each other with the help of ICT.

5) ICT accompanies the educational process.

5. Conclusions

Nowadays it is difficult to imagine a university without the Internet and computers. However, just one introduction of computers into lectures or practical classes is not enough to improve teaching methods, and the use of information and communication technologies at foreign language classes is not the goal of educational work. Among the advantages of ICT are: increasing the efficiency of learning, enriching the content of education and forms of communication, supporting the personal development of students, increasing students' motivation, facilitating the work of the teacher, which is achieved through the use of not only their own, but also multimedia presentations of colleagues at lecture and practical classes. Thus, the essence of the modern pedagogical process revels itself in developing such a concept of using new information and communication technologies, which will enrich the competencies of students and make it possible to view educational materials before the start of the course, that should become an integral part of online assurance of education quality.

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MYSTICAL SYMBOLS IN THE CULINARY DISCOURSE
OF JOAN HARRIS'S NOVEL "CHOCOLAT"

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Summary

The article deals with analyzing the nature of Joan Harris's novel "Chocolat" mystical symbolism. The authors state that the culinary discourse is a mixed, personal-oriented type of communication, which is manifested in the everyday communication sphere which has an institutional character. Foreign language Culinary discourse is represented by precedent texts of culinary recipes that reflect the specifics of national culture, which has social and gender characteristics and is a special type of communication that uses certain professional-oriented signs – terminology, stable turns of phrase, characteristic morphosyntactic structures. It is noted that sign are characterized by a symbolic nature, structuredness, the presence of cultural interpretants, individually authored nature of coding, communicative orientation. Certain features of the image indicate that it acts as a special connecting link between the life world of a person and the linguistic representation of this world. This is done through the process of encoding spiritual and cultural values with the help of linguistic means (signs). The magic in the plot of the novel is connected, first of all, with mystical seniority. The novel, written as a diary of the heroine and her daughter, alternating with the letters of Vianne's antagonist, Curé Raynaud, to his father, intimates the story from the beginning, emphasizing the specific symbolism of the characters' world. All this makes it possible to imagine chocolate as a mystical substance that evokes a whole range of sensations described in detail in the novel.

Key words: culinary novel, symbol, mysticism, culinary culture.

1. Introduction

The discourse analysis takes one of the leading positions in the modern linguistic research. The close scientists' attention to the language functional implementation sphere is determined, firstly, by the ambiguity and variability of the term discourse interpretation, and secondly, by the unresolved issue of the discursive semiosis mechanism. Understanding the nature of discourse as a special communicative event, as a complex unity of linguistic form, knowledge and action uniting a number of components into a single syncretic whole, puts

forward the segments of this semiotic unity detailing and ranking task as well as that of the each component functional significance establishment.

Interest in gastronomic culture, as well as the study of culinary discourse, arose in the 1960s and 1970s. It is reflected in the works of researchers such as K. Lévi-Strauss, R. Barth, and M. Douglas. Today, there are several names for this discourse: gastronomic discourse, gluttonous discourse, or culinary discourse. So, glutonic discourse (derived from the Latin gluttonare – to eat, devour, overeat) is a personal-oriented type of communication of an institutional nature, which is directly associated with the sphere of food. In other words, it is a type of communication related to the state of food resources and the processes of their processing and consumption *(Palchevska, 2019)*.

A distinctive feature of the discourse semiotic nature is a property defined by linguists as a communicative event of the consciousness interaction *(Mancini, & Buckingham Shum, 2006)*.

An integral property, which justifies its definition as a complex unity of form and content that correlates with extralinguistic variables are determined by the polyphonic and dialogic discourse nature.

In this regard, the nature of discourse as a language functional implementation process that is not localized within the text-centric space is discussed. It is quite justified that the opinion is expressed that the dichotomies dynamic/static, actual/virtual do not lead to a sharp delimitation of the text and discourse concepts, since the procedural nature of the discourse implementation is impossible without a main sign substrate – the text *(Audrey, 2021)*.

2. Interpretation of the symbolic images

For current studies of language, discourse, literacy, new media, and sociocultural activity, the key terms are semiotic, remediation, and discourse practice. Semiotic was chosen rather than multimodal because semiotic signals our broad interest in signs across modes whereas multimodal depends on a definition of mode, which has not yet been clarified in the literature and seems to suggest exclusions (mode, for example, as opposed to medium). Remediation points to ways that activity is (re)mediated – not mediated anew in each act – through taking up the materials at hand, putting them to present use, and thereby producing altered conditions for future action *(Prior & Hengst, 2010)*.

It was reasonably established that the linguosemiotic approach to the linguistic phenomena analysis provides a study of the speech activity in poetic discourse symbolic nature in general, and the analysis of poetic images, in particular. The effectiveness of applying this approach to image analysis consists in establishing linguistic means that provide their linguistic embodiment for encoding the personages' world *(Babeluk, Koliasa & Smaglii, 2021)*.

The main features of the image that determine its role as a sign are: symbolic nature, structuredness, the presence of cultural interpretation, individually authored nature of coding, communicative orientation. Certain features of the image indicate that it acts as a special connecting link between the life world of a person and the linguistic representation of this world. This is done through the process of encoding spiritual and cultural values with the help of linguistic means (signs). The linguosemiotic approach can provide the interpretation of the image in the poetic discourse *(Andreychuk & Bondaruk, 2015)*.

Questions about the multidimensionality of the artistic word and the possibilities of its interpretation by the reader remain important in modern philological knowledge *(Babelyuk & Galaidin, 2019)*. A wide field for thinking and searching for new ways of analyzing literary creativity opens up the interaction mechanisms study between a work of art and

a myth based on the psychological world perception regularities *(Tyshchenko, Korolov & Palchevska, 2021)*. The question of the relationship between a myth and an artistic text genetically goes back to the theory of archetypes of the Swiss psychologist and philosopher K. G. Jung, who introduced the concept of "collective unconscious" mental processes into the scientific community, which are based on stable formal structures, archetypes that manifest themselves in folklore and mythology *(Kejriwal & Nandagopal, 2015)*. According to the researcher, these archetypes were formed in the psyche of people in "time immemorial" and are passed down from generation to generation almost unchanged. This is "the most ancient and most universal humanity representation form" *(Jung, Adler & Hull, 1977)*. Jung used the term archetype to denote any reality phenomenon formal side, since an archetype is defined substantively only when it is recognized and therefore filled with the material of conscious experience *(Quirós-García, 2020)*. According to K. Jung, archetypes are transmitted from generation to generation on an unconscious level. Unconscious processes of the psyche are very important, because they like instincts preform and influence thinking, feelings and actions. He notes that "the soul contains all the images from which myths originate. Modern researchers, who have studied the theory of K. G. Jung, propose to use the term of social inheritance to explain the archetypes' transmission process from generation to generation. The concept of archetypes failed to interest behavioral scientists, but has long fired the imagination of artists and literary writers. Jung's theory is a powerful narrative. It might be correct in the way that a poem or a literary novel is correct; that is, as a whole coherent unto itself, all its elements in perfect relation to each other. A poetic gestalt-image impacts upon us aesthetically and emotionally irrespective of the factual veracity of its content. Whereas science seeks to establish objective truths about the world (and human nature) by narrowing down rival interpretations, the poetic process creates subjective truths through the multiplicity of overlain images and subjective connotations which gives us the possibility to look at the life experience transmission similar to that of ancestors as a partially conscious process *(Jones, 2013)*. Archetypes-dyads (right/left, own/alian, now/then) determine the behavior of an individual in any situation, when following any custom, observing any ritual, performing any ceremony. Archetypes-images are not only recognized, but are also defined as basic elements of fantasy, acting, in particular, in the role of the "building material" in the process of creating myths, fables and fairy tales. One of Jung's greatest contributions to psychology is his study on archetypes and symbols. According to Jung, every person has, in addition to their unique immediate consciousness, a collective unconscious comprised of inherited collective, universal, and impersonal preexistent forms and archetypes. This is to say that every person unconsciously understands the same systems of symbols. Jung wrote about symbols that apply to all walks of life, including symbols of Christian theology. In his book Aion, Jung explains how Christ's resurrection is symbolic for men's struggle to overcome psychological failure and achieve individuation, or the highest state of being *(Sheridan, 2017)*. Thus, it is possible to talk about both the unconscious and the conscious archetypes' perception, and consequently – the mythological images that contain them. Many archetypes "can be identified only through associations, since they do not have an exit into the sphere of consciousness by themselves, but only together with something else" *(Van Dijk, Kerkhofs, van Rooij, & Haselager, 2008)*. For example, fire is associated, on the one hand, with light, comfort, dynamism, and on the other hand, with evil, uncontrollable force and fear.

3. The mystical symbolism of Joan Harris's novel "Chocolate"

The plot of Joan Harris's novel "Chocolate" belongs to magical realism, where elements of the magical merge with the imagined real world, forming a two-dimensional artistic reality, it is often called a mystical romance. Its plot revolves around the efforts of a young woman, Vianne Roche, who, together with her six-year-old daughter, opens a pastry shop during Lent in a small French town. The heroine tries to change the musty atmosphere of a town stuck with Catholic traditions, revealing to its inhabitants the taste and power of handmade chocolate as a symbol of enjoying life, where not only physical laws but also a kind of magic and alchemy operate:

There is a kind of alchemy in the transformation of base chocolate into this wise fool's gold; a layman's magic which even my mother might have relished (Harris, 1999).

The magic in the plot is connected, first of all, with sensoryty – with Vianne's ability to influence people, enchanting them not only with the taste and aroma of hot chocolate, but also with her own charms, inherited from her mother, an Indian sorceress, and with Anuk's fantasies, along with whom, as it seems to her, lives a cute imaginary creature named Pantufle – a rabbit. The novel, written as a diary of the heroine and her daughter, alternating with the letters of Vianne's antagonist, Curé Raynaud, to his father, intimates the story from the beginning, emphasizing the individuality of the characters' perception of the world.

All this makes it possible to imagine chocolate as a mystical substance that evokes a whole range of sensations described in detail in the novel. It is interesting that this was exactly the intention of the author: in one of her interviews, Joan Harris spoke in favor of the fact that the vertical context of the work, i.e. extratextual information, is necessary to its full understanding and is included in the artistic text itself. This also applies to the description of the chocolate's mystical properties and symbolism (from the Aztec word "chocolatl", literally "bitter water"), a drink from the chocolate tree, to which the American Indians attributed magical power, along with an aphrodisiac effect: *... Aztecs did in their sacred rituals.* The cacao tree was cultivated more than 3,000 years ago by the Maya, Toltec, and Aztec peoples, who prepared a beverage from its fruit, the cocoa bean (sometimes using it as a ceremonial drink) and also used the bean as a currency. The Maya considered chocolate to be the food of the gods, held the cacao tree to be sacred, and even buried dignitaries with bowls of the substance (along with other items deemed useful in the afterlife). In fact, the identification of the (Olmec-originated) word ka-ka-w ("cacao") inscribed on those containers was key to deciphering the Maya's phonetic manner of writing (Encyclopedia Britannica).

The process of cooking in the novel is associated with magic, and each ingredient symbolizes a magical element: *Anouk reads a book of nursery rhymes behind the counter and keeps an eye on the door for me as I prepare a batch of mendiants in the kitchen. These are my own favourites – thus named because they were sold by beggars and gypsies years ago biscuit-sized discs of dark, milk or white chocolate upon which have been scattered lemon-rind, almonds and plump Malaga raisins. Anouk likes the white ones, though I prefer the dark, made with the finest 70 per cent couverture... Bitter-smooth on the tongue with the taste of the secret tropics. My mother would have despised this, too. And yet this is also a kind of magic (Harris, 1999).*

Products may acquire mystical symbolism, such as an apple used for divination:

I could have peeled an apple at midnight and thrown the rind over my shoulder to know his initial, but I never cared enough to do it.

Sensory symbolism in the novel is also associated with magic. For example, smells drive away evil forces or cause visions:*...the sachets of cedar and lavender to repel bad influences (Harris, 1999).*

We close our eyes in the fragrant steam and see them coming – two; three, a dozen at a time, their faces lighting up, sitting beside us, their hard, indifferent faces melting into expressions of welcome and delight (Harris, 1999).

The very process of cooking is imagined as a culinary art, which is similar to divination and casting spells:

There is a kind of sorcery in all cooking: in the choosing of ingredients, the, process of mixing, grating, melting, infusing and flavouring, the recipes taken from ancient books, the traditional utensils – the pestle and mortar with which my mother made her incense turned to a more homely purpose, her spices and aromatics, giving up their subtleties to a baser, more sensual magic. And it is partly the transience of it that delights me; so much loving preparation, so much art and experience put into a pleasure which can last only a moment, and which only a few will ever fully appreciate (Harris, 1999).

The process of making chocolate is compared to the mysterious alchemical processes, with the help of which they tried to create extraordinary objects, substances, such as "fool's gold".

Chocolate is the food of the gods, the life elixir and acquires a metaphysical meaning. In it you can feel the smells of distant countries, the centuries of history aromas, sacred rituals. In the process of chocolate making, kitchen utensils are transformed into ritual bowls. In this way, it acquires a higher mystical meaning and ritual symbolism:

There is a kind of alchemy in the transformation of base chocolate into this wise fool's gold; a layman's magic which even my mother might have relished. As I work I clear my mind, breathing deeply. The windows are open, and the through draught would be cold if it were not for the heat of the stoves, the copper pans, the rising vapour from the melting couverture. The mingled scents of chocolate, vanilla, heated copper and cinnamon are intoxicating, powerfully suggestive; the raw and earthy tang of the Americas, the hot and resinous perfume of the rainforest. This is how I travel now, as the Aztecs did in their sacred rituals. Mexico, Venezuela,-Colombia. The court of Montezuma. Cortez and Columbus. The food of the gods, bubbling and frothing in ceremonial goblets. The bitter elixir of life (Harris, 1999).

On the other hand, chocolate in the novel becomes a symbol of opposition to conservatism, backwardness, religious dogmas, and obscurantism. He becomes the embodiment of something barbaric, savage, the embodiment of pre-Christian period magical practices:

Perhaps this is what Reynaud senses in my little shop; a throwback to times when the world was a wider, wilder place. Before Christ – before Adonis was born in Bethlehem or Osiris sacrificed at Easter – the cocoa bean was revered. Magical properties were attributed to it. Its brew was sipped on the steps of sacrificial temples; its ecstasies were fierce and terrible. Is this what he fears? Corruption by pleasure, the subtle transubstantiation of the flesh into a vessel for debauch? Not for him the orgies of the Aztec priesthood. And yet, in the vapours of the melting chocolate something begins to coalesce – a vision, my mother would have said – a smoky finger of perception which points (Harris, 1999).

As already mentioned, in the novel "Chocolat" you can feel the echoes of magical realism. Chocolate becomes a means of divination: *Scrying with chocolate is a difficult business.*

The pastry shop turns into an unearthly place, the boudoir is filled with unattainable promises and forbidden temptations, symbols of which are the smells of exotic spices and candied petals of intimate flowers: *The place is transformed; the air perfumed with bewildering scents of ginger and spices. I tried not to look at the shelves of sweets: boxes, ribbons, bows in*

pastel colours, sugared almonds in gold-silver drifts, sugared violets and chocolate rose leaves. There is more than a suspicion of the boudoir about the place, an intimate look, a scent of rose and vanilla. My mother's room had just such a look; all crepe and gauze and cut-glass twinkling in the muted light, the ranks of bottles and jars on her dressing-table an army of genies awaiting release. There is something unwholesome about such a concentration of sweetness. A promise, half-fulfilled, of the forbidden. I try not to look, not to smell (Harris, 1999).

The antagonist of the main character, the curate, sees in the smell a reflection of the confrontation between good and evil. Hell stinks with fried fat, the bakery with fragrant pastries that tempt. Bread, soup, salad help to cleanse the spiritually: *The sight of the butcher's window appals; scents are heightened to a point of intensity that makes my head reel. Suddenly the morning odour of baking from Poitou 's is more than I can bear; the smell of hot fat from the rotisserie in the Place des Beaux-Arts a shaft from hell. I myself have touched neither meat nor fish nor eggs for over a week, subsisting on bread, soups, salads and a single glass of wine on Sunday, and I am cleansed, pere, cleansed (Harris, 1999).*

In the eyes of the curate, pancakes burned in brandy turn into a secret sacrifice, devil worship, burning alive as a gift to some cruel ancient god, causing him panic fear: *Mother of God!' My knees almost gave way beneath me with the intensity of my reaction. "Pancakes. Flambeed pancakes. That was all". I was half-laughing now, breathless with hysteria. My stomach ached and I dug my fists into my guts to stop the laughter spilling out. As I watched she lit another mountain of pancakes and served them deftly from the frying pan, liquid flame running from plate to plate like St Elmo's fire (Harris, 1999).*

The consumption of food and drink is presented as a temptation:

Walk out from my hiding place and join them. Eat, drink – suddenly the thought of food was a delirious imperative, my mouth filling enviously. To gorge myself on pancakes, to warm myself by the brazier and the light from her golden skin (Harris, 1999).

Tasting chocolate is a symbol of bliss, chocolate is considered to be a forbidden fruit, a symbol of something obscene, sinful. The author draws parallels with biblical stories: *She had closed her eyes as she tasted the drink. Her pleasure was almost frightening.*

"What's forbidden always tastes better anyway," declared Armande, wiping froth from her mouth in satisfaction. "But this" – she sipped again, greedily – "is better than anything I remember, even from childhood. I bet there are ten thousand calories in here. More." (Harris, 1999).

Sodom and Gomorrah through a straw. Mmmm. I think I just died and went to heaven. Close as I'm going to get, anyway (Harris, 1999).

Dishes symbolize fasting, a holy life: *For now water and coffee will be the only accompaniment to my meals, the coffee to be taken black and sugarless to enhance the bitter taste. Today I had a carrot salad with olives – roots and berries in the wilderness (Harris, 1999).*

Sweets are a symbol of Easter: *No, really.' He insists. `You ought to make something for Easter. You know. Eggs and stuff: Chocolate hens, rabbits, things like that. Like the shops in Agen. (Harris, 1999).*

The chocolate festival and its symbols contrast with gray everyday life: *"A Grand Festival du Chocolat".*

I consider the thought. In a month's time the lilacs will be out. I always make a nest for Anouk, with an egg and her name on it in silver icing. It could be our own carnival, a celebration of our acceptance in this place. The idea is not new to me, but to hear it from this child is almost to touch its reality.

'And a chocolate Jesus on the cross with-'
`The Pope in white chocolate-'
`Chocolate lambs-'
`Egg-rolling competitions, treasure hunts-' *(Harris, 1999)*.

4. Conclusions

The study of the narrative nature of Joan Harris' culinary novel ""Chocolat", the goals and rules of its construction as a whole is oriented towards solving the fundamental problem of the symbolic and the everyday.

In this work, the cultural layer modeling of the narrative is based on the identification of its general and specific symbolic characteristics and codes.

The novel by Joan Harris is characterized by mystical symbolism. The magic in the plot is connected, first of all, with sensory world perception, that is with Vianne's ability to influence people. All this makes it possible to imagine chocolate as a mystical substance that evokes a whole range of sensations described in detail in the novel.

A reflection of the subjective assessment in the novel of culinary prose is the distinction between the attitudes of the main character and her antagonists towards culinary realities, chocolate. A multifaceted evaluative semantics that manifests itself in the eternal, but unsuccessful desire of the writing subject to acquire, in the process of writing a diary (the main character) or a letter (antagonist-curate), his own subjectivity and its separation from the subjectivity of the "other".

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DER REZEPTIVE DIALOG IN METAMODERNER PERSPEKTIVE (PROSAERZÄHLUNG VON ANDRIY SODOMORA)

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Zusammenfassung

Der Artikel versucht, die Prosa des modernen ukrainischen Schriftstellers Andriy Sodomora im Prisma der Metamoderne zu präsentieren. Die Philosophie und Methodik des modernen wissenschaftlichen Diskurses befindet sich in der Phase der terminologischen Definierung, und es werden aktive Diskussionen über ihre Natur, ihr Wesen und ihre Besonderheiten geführt. Die Literaturwissenschaft als eine der führenden Zweige der Geisteswissenschaften spielt eine wichtige Rolle bei der Bestimmung der ethischen, ästhetischen und poetischen Merkmale der modernen kulturellen und historischen Epoche sowie bei der Untersuchung des Stils von Autoren, die die künstlerische Welt der Metamoderne schaffen. Der Schwerpunkt liegt auf den Hauptrichtungen der Bildung des metamodernen Kanons, der sich auf eine metamoderne Legitimation zubewegt. Um die Kurzgeschichten des Schriftstellers neu zu lesen, wird ein synthetischer Ansatz angewandt, der die Dominanten der kognitiven Narratologie mit den Konzepten der Weltanschauung verbindet, die von Manifesten, Notizen und Essays über die Metamoderne vorgeschlagen werden. Die Vorsilbe meta, die für die Entwicklung des metamodernen Paradigmas von zentraler Bedeutung ist, wird auf die künstlerische Erzählung der Prosawerke von A. Sodomora projiziert, um insbesondere die Besonderheiten der Strukturierung der Präsentation und ihre rezeptiven Perspektiven zu verstehen. Mit Hilfe eines der zentralen Attribute der Narratologie – dem "Schwindel" (J. Genette) – werden die Möglichkeiten der Weltsicht des Autors, seiner narrativen Gestaltung sowie der maximalen emotionalen Wahrnehmung durch den Leser aufgezeigt.

Schlüsselwörter: Metamoderne, Narratologie, Kognitivistik, rezeptive Perspektive, kognitive Kette.

1. Einführung

Moderne Literaturwissenschaft befindet sich in der Phase aktiver methodologischer und poetologischer Umgestaltung, die die Tendenzen des Einsatzes und der Konkretisierung der Forschungslogik in Übereinstimmung mit den führenden Akzenten der Wahrnehmung und des Verständnisses der Wirklichkeit umreißt. Insbesondere wächst das Interesse an der Metamoderne, die als vorherrschende Stimmung der Moderne gilt. Die Philosophie und Methodik des modernen wissenschaftlichen Diskurses befindet sich in der Phase der terminologischen Definierung, und die Diskussionen über die Natur, das Wesen und die Besonderheiten der Metamoderne gehen weiter. Die Literaturwissenschaft als einer der führenden Zweige der Geisteswissenschaften spielt eine wichtige Rolle bei der Bestimmung der ethischen, ästhetischen und poetischen Merkmale der modernen kulturellen und historischen Epoche sowie bei der Untersuchung des Stils von Autoren, die die künstlerische Welt der Metamoderne schaffen. Ein herausragendes Phänomen der modernen ukrainischen Literatur ist das Werk von Andriy Sodomora, dessen Schreibstil und Darstellungsformen in den Koordinaten der Metamoderne sorgfältig untersucht werden sollten.

2. Metamoderne Aspekte der kognitiven Narratologie

Einer der Theoretiker der Narratologie, Gerard Genette, hat den Begriff des "Schwindels" aktiv verwendet: als getrennte Begriffe, z. B. "das schwindelerregende Prinzip der Symmetrie" *(Zhenett, 1998: 62)* oder "gefährlicher Raum-Schwindel" im Diskurs der zeitgenössischen Kultur *(Zhenett, 1998: 126)*, sowie um analytische Ansätze in der Untersuchung des Werkes einzelner Autoren zu definieren, wie z.B. im Essay über Alain Robbe-Grillet "Fixierung des Schwindels" *(Zhenett, 1998: 63)* oder in der Arbeit über Jorge Luis Borges, der, so der Forscher, versuchte, "seinen Schwindel oder Zweifel in den geheimen Labyrinthen der Gelehrsamkeit zu bändigen" *(Zhenett, 1998: 144)*. So versuchte der französische Strukturalist einerseits dem modernen Menschen zu helfen, die wachsende Angst vor der perfekten "Geometrie der Literatur" zu überwinden, und andererseits das Wesen der "schöpferischen Erfahrung", die ja der Kern des "Schwindels" ist, immer genauer und spezifischer zu begreifen. In einem für die Geisteswissenschaften recht kurzen Zeitraum *(von Tsvetan Todorovs "Grammatik des Dekameron", 1969 bis zu David Hermans "Manuskript, Sequenz und Erzählung: Elemente der postklassischen Narratologie", 1997)* hat sich die Narratologie nicht nur als eine wichtige Richtung in der modernen Literaturwissenschaft etabliert, sondern sich auch in einer tektonischen Transformation selbst behauptet und den Status der Postklassik erlangt. Durch die Erweiterung des Raums der Erkenntnis und der Untersuchung der "schöpferischen Erfahrung" hat sich die "Erzähltheorie" um mindestens fünf vervielfacht, was von Ihor Papusha ausführlich definiert und charakterisiert wurde (1) transdisziplinäre Narratologie, die über die Literaturwissenschaft hinausgeht, 2) transtextuelle Narratologie, die über den Text hinaus in den Kontext geht, 3) transmediale Narratologie, die über den verbalen Text hinausgeht, 4) transgenetische Narratologie, die über die epische Gattung hinausgeht, 5) transfiktionale Narratologie, die über die Fiktion hinausgeht *(Papusha, 2015: 23)*. Parallel zu den narratologischen Überlegungen entwickelt sich kognitive Psychologie, die in den Studien von George Miller, Jerome Bruner, Ulrik Nysser und Ed Smith umfassend vertreten ist. Robert Solso betonte, dass die Aufgaben der Kognitionswissenschaft als Wissenschaft von der Natur des menschlichen Denkens "sowohl anspruchsvoll als auch aufregend" sind. An der Schnittstelle der beiden genannten Methodologien in der nationalen Literaturkritik wird eine logische Frage nach dem Untersuchungsgegenstand der kognitiven Narratologie formuliert: Was ist der Kern des Diskurses in erster Linie – "Textstrukturen" oder "Strukturen des menschlichen Denkens"? *(Sobchuk, 2012: 112)*. In Fortführung der Metapher von J. Genette werde das Paradigma komplizierter, es werde "schwindelerregend", weil sein methodologisches Verständnis synchron mit der aktiven Transformation der existentiellen Erzählung bereits in den Koordinaten der Metamoderne erfolge. Die Anerkennung des narratologischen Ansatzes für literarische und künstlerische Phänomene erfolgte in den Koordinaten der Postmoderne, als das Chaos nach Ordnung und einer gewissen Systematisierung suchte. Die postklassische Narratologie werde gleichzeitig mit dem Verständnis der metamodernen Konzepte und Prinzipien relevant. Und wenn die wissenschaftliche Herangehensweise legitimiert werden soll, muss sie die Stimmung der Epoche beherrschen, den ontologischen Raum nicht so sehr der Sinnsuche als vielmehr der Suche nach Formen der Aufrechterhaltung des Gleichgewichts zwischen Werk und Text, zwischen Bedeutung und Sinn, zwischen Wahrnehmung und Verständnis, zwischen Analyse und Interpretation usw. betreten. Der Versuch, die narratologischen Instrumente zunächst in das Prisma der Kognitionswissenschaft "einzupassen" und diese Konstruktion dann in den Raum der Metamoderne einzuführen, scheint eine noch spannendere und noch ehrgeizigere Aufgabe zu sein. Der Versuch, die dringende Frage von Oleg Sobtschuk zum Thema der kognitiven

Narratologie zu beantworten, kann in den Raum der Geometrie eingeführt werden (in Anlehnung an J. Genette): die planimetrische Umgebung zu erforschen, um das Wesen und die Funktionsweise der "Textstrukturen" zu verstehen, und dann mit Hilfe kognitiver Werkzeuge einen stereometrischen Raum zu modellieren, in dem die "Strukturen des menschlichen Denkens" den Text beherrschen und eine metafiktionale Realität schaffen werden.

Die zeitgenössische ukrainische Literaturkritik entwickelt den metamodernen Diskurs aktiv weiter, wobei ihre Komplexität, Mehrdimensionalität und terminologische Vielfalt zu beachten ist. So beschäftigt sich Tetiana Hrebenyuk mit dem Begriff der Freiheit in der Literatur der Metamoderne und analysiert die Werke von Andriy Bondar, Oksana Zabuzhko, Tanya Maliarchuk, Serhiy Zhadan und anderen ukrainischen Autoren. Die Studie von Olga Bandrovska stellt das Werk von David Foster Wallace als "eine künstlerische Illustration metamoderner Innovationen" *(Bandrovska, 2021)* vor und analysiert es daher im Prisma der Ideen der neuesten literarischen Richtung. Die Methodik der Metamoderne in der Literaturwissenschaft gewinnt an Definition und terminologischer Sicherheit, so dass sie sich auf die wichtigsten Errungenschaften der Philosophie der Metamoderne konzentriert (wir berücksichtigen eine gewisse Konventionalität dieses Begriffs, da die philosophischen Diskussionen weitergehen und sich in einer aktiven Dynamik befinden, was durch eine Reihe von bereits abgehaltenen wissenschaftlichen Konferenzen belegt wird). Seit 1975, als Masoud Zavarzadehs Artikel "The Fact of the Apocalypse and the Artistic "Eclipse" in Contemporary Narratives of American Prose" veröffentlicht wurde *(Zavarzadeh, 1975),* wurde der rezeptive und evaluative Horizont der neuen Zeit markiert. Das Konzept der "Null-Interpretation" wurde mit der Tatsache begründet, dass die Interpretationen der "Realität" willkürlich geworden sind – und daher sowohl richtig als auch absurd. M. Zavarzadeh zufolge "wird die Realität fantastischer, wilder und unglaublicher als die Fiktion" *(Zavarzadeh, 1975)*, und aufgrund der ständigen Umwälzungen und der anhaltenden Wertekrise hat sich das allgemeine Umfeld (des Menschen) in letzter Zeit in eine ausgedehnte "Extremsituation" verwandelt. Die rasante Dynamik in der Transformation der Gesellschaft und des öffentlichen Bewusstseins, die totale Digitalisierung und die Herausbildung eines Bildes des Kulturträgers der postdigitalen, postglobalisierten Ära erfordern eine gewisse Ordnung und Systematisierung. Daher fügt sich M. Zavarzadehs metamoderner Vorschlag harmonisch in den Kontext der postklassischen Narratologie ein, in der der "Schwindel" die "schöpferische Erfahrung" verwirklicht und die "Struktur des Gefühls" *(Raymond Williams "Long Revolution", 1961)* detailliert beschreibt, die die Kultur einer bestimmten historischen Epoche erschöpfend charakterisiert. Als Antwort auf die Einladung von Linda Hutcheon: "Sagen wir einfach: Es ist vorbei" *(Hutcheon, 2002: 166)*, was die Dominanz der Postmoderne betrifft, gibt es bereits Notizen, Essays, Blogs (Timothéeus Vermeulen und Robin van den Akker, Luke Turner, Seth Abramson und andere), die die Grundprinzipien der Metamoderne als eine grundsätzlich andere Stimmung der modernen Kulturepoche manifestieren. Wenn Robin van den Akker und Timotheus *(Vermeulen, Akker, 2015)* betonen, dass die Metamoderne eine neue Art von Empfindsamkeit sei, die die Postmoderne abgelöst habe, dass ihr Hauptmerkmal das Schwanken, das Oszillieren zwischen dem "Enthusiasmus der Moderne" und dem "postmodernen Spott" sei und dass die Hauptmerkmale der Metamoderne die Ersetzung der Melancholie durch die Hoffnung und die Stärkung der neoromantischen Empfindsamkeit seien, ist Luke Turner kategorischer, wenn er dazu aufruft, sich von der "ideologischen Naivität" der Moderne und der "zynischen Unaufrichtigkeit" der Postmoderne zu befreien, um dann "eine pragmatische Romantik anzubieten, die nicht an ideologische Prinzipien gebunden ist" und dazu aufruft, "die Arme der wissenschaftlichen und poetischen Synthese und die aufgeklärte Naivität des magischen Realismus zu öffnen" *(Turner, 2011)*. Wir stimmen mit

der Argumentation von Tawfiq Yusuf überein, der die Metamoderne als "die vorherrschende kulturelle Logik der Moderne" bezeichnet, die "versucht, die Moderne und die Postmoderne zu überwinden, um den modernen kulturellen Modi gerecht zu werden" *(Youssef, 2017)*, und deren wichtigstes Prinzip "Glaube, Vertrauen, Dialog und Aufrichtigkeit" ist, was dazu beitragen kann, die postmoderne Ironie und Distanz zu überwinden. Die kognitive Narratologie muss sich bei der Etablierung eines postklassischen Forschungskanons über die Natur der künstlerischen Darstellung behaupten, mit besonderem Augenmerk auf die emotionalen und psychologischen Dominanten der Metamoderne.

3. Die Marker der Metamoderne in der Prosa von Andriy Sodomora

Platos "Metaxis" ("Metaxis" oder "Metaxie" als "Teilhabe des Seins am Sein") zur Beschreibung des Oszillierens zwischen den Gegensätzen, das eine der wesentlichen Eigenschaften des Menschen ist, bezeichnet dank der Vorsilbe "meta" gleichzeitig den Zustand "zwischen", "jenseits" und "nach" (als Hinweis auf den Schnittpunkt zweier Achsen - Himmel und Erde, Göttliches und Sterbliches). Die Bedeutung der metamodernen Weltanschauung und des metamodernen Denkens ist daher kein kanonisches Manifest und kein bestimmtes Programm ästhetischer oder wertbezogener Orientierungen. Das Ziel der Suche nach der/den Antwort(en) wird zu einem Prozess, nicht zu einer Tatsache, das Element der Antwort(en) ist (sind) ein Gefühl oder eine Erfahrung, die als viel wertvoller angesehen werden sollte als Wissen oder sogar Verständnis. Die moderne Artikulation von Gefühlen ist der beste Weg und die beste Form der kulturellen Dominanz unserer Zeit. T. Vermeulen und R. van den Akker definieren die Metamoderne als "die Struktur des Gefühls": "[...] es ist keine Philosophie [...] es ist keine Richtung, kein Programm, kein ästhetisches Register, keine visuelle Strategie und keine literarische Technik oder Trope [...] für uns ist es eine Struktur des Gefühls" *(Vermeulen, Timotheus, Akker, 2015)*. Nach Luke Turner ist die Metamoderne ein fließender Zustand der Suche nach einer Vielzahl von inkommensurablen und schwer fassbaren Horizonten zwischen (und jenseits von) Ironie und Aufrichtigkeit, Naivität und Bewusstsein, Relativismus und Wahrheit, Optimismus und Zweifel *(Turner, 2011)*. Greg Dember bietet *(Dember, 2018)* eine Reihe von Konzepten an, die sowohl für die Konstruktion der metamodernen künstlerischen Erzählung als auch für ihre Erforschung wichtig sind: Hyperselbstreflexivität, Dualität der narrativen Rahmung, Oszillation zwischen Gegensätzen, Laune, Minimalismus, Epik, konstruktives Pastiche, neue Aufrichtigkeit, Metabarmherzigkeit.

Andriy Sodomoras Prosa im Kontext der neuesten Trends in der Literaturwissenschaft ist es wert, sorgfältig gelesen und erforscht zu werden. Der maximalistische emotionale und sinnliche Kontext der künstlerischen Erzählung des Schriftstellers kann als sekundäre Erzählung oder als rezeptive Nebenerzählung betrachtet werden. Als Zeitgenosse der Postmoderne ist A. Sodomora ein Schöpfer der Metamoderne (oder besser des metamodernen Kanons) in der Literatur. Um die postapokalyptische Weltanschauung zu überwinden, entspricht die neosentimentale Stimmung, die sich in einer recht eigentümlichen mimetischen Erzählung ausdrückt, am ehesten den Erwartungen des modernen Lesers. Wenn für die amerikanische Literatur die Tragödie des 11. September 2001 zu einem Wendepunkt in der Wahrnehmung der Realität wurde (was von M. Zavarzade schon lange vor diesem Datum betont wurde), so bildet für den ukrainischen Leser die Realität vor dem 26. April 1986 und danach zwei Welten: vor und nach dem Ende. Die Realität nach der Tragödie hat dazu geführt, dass sich die Rezeption wieder auf die Suche nach dem Anderssein begibt, um ein Gleichgewicht in der "Welt der Bilder und Ideen" (H. Kostiuk) herzustellen. Die Prosa von A. Sodomora konkretisiert vor

allem den Typ des homodiegetischen Erzählers in einer extradiegetischen Situation. Der Erzähler ist scheinbar distanziert, in den Umrissen der fiktiven Welt, die als fast objektive Quelle der Darstellung wahrgenommen wird, weil er nicht persönlich in die erzählten Geschichten oder Situationen involviert ist. In der Exposition der Kurzgeschichte "Der Handschuh" lesen wir zum Beispiel: "Ich ging auf einem verlassenen Weg durch tiefen, lockeren Schnee, der in der Nacht gefallen war. Ein schmaler Pfad – er war schon am Morgen zertrampelt worden – führte an einer grauen Mauer entlang, über der dasselbe graue Schulgebäude mit einer viereckigen Uhr ohne Zeiger auf dem Giebel, das schon lange nicht mehr in Betrieb ist, hervorlugte. Die weißen Quasten der Vogelbeerbäume, die an der Wand hingen, ähnelten gekippten Gläsern, die bis zum Rand mit gefrorenem, dickflüssigem Rotwein gefüllt waren. Das allgegenwärtige Blau des Himmels erreichte das schimmernde, augenfällige Weiß des Schnees, der mit seiner dünnen Transparenz in den Weg überging. Irgendein Vogel, der den kommenden Frühling ankündigte, wiederholte sein Lied mit der Präzision eines Uhrwerks: Ti-ti – Tiu-tiu. Und das war das einzige Geräusch (der Schnee knirschte noch unter den Füßen) – ein Gruß an den Morgen, seine herrliche Klarheit. Alles andere, was die Stille erschüttern konnte, wurde vom losen, unberührten Schnee aufgesogen..."[1] *(Sodomora, 2010: 7)*. Die Erwartung einer persönlichen Beteiligung an der Geschichte verkörpert die "paradoxe Wahrnehmung literarischer Texte", deren Bedeutung dadurch bestimmt wird, dass "künstlerische Kommunikation ihrer Natur und ihrem Wesen nach sowohl ein komplexes soziales Phänomen als auch ein zutiefst individualisierter, persönlich ausgerichteter und intimer Prozess ist" *(Zubrytska, 2004: 177)*. Die metamoderne Reflexion findet bereits bei der ersten Lektüre statt und ist eine Art psychologische Projektion des Lesers. Die persönliche Einbindung in das narrative Koordinatensystem bestimmt und lenkt das semantische Wesen sowohl des Textes als auch seiner Wahrnehmung. Die rezeptive Umgebung wird zu einem Anhaltspunkt für erwartete Reaktionen und wahrscheinliche Bewertungen einer bestimmten metapersonalen Gemeinschaft. Die Tiefe des Eindringens des Lesers in den Sinn des Werkes wird in erster Linie durch die Absicht des Autors bestimmt, multipliziert mit der intellektuellen und emotionalen Gemeinschaft, und wird erst später als ein Phänomen des Selbstseins und der Unabhängigkeit realisiert. Über die eigentliche Entfaltung der Erzählung hinaus liegt der Schlüssel zur Bedeutungsgebung in der Darstellung von Emotionen und Stimmungen, die den Leser in die Stille und Einsamkeit der Morgendämmerung einladen, die niemanden erwarten oder einladen, sondern wie selbstverständlich existieren. Aus kognitionswissenschaftlicher Sicht ist es wichtig, den zweiten Teil des Romans zu beachten, der fast identisch mit dem Expositionsteil ist, aber mit anderen semantischen und emotionalen Akzenten. Wurde zu Beginn die Harmonie des "losen, unberührten Schnees" durch einen ganz gewöhnlichen Gegenstand (einen verlorenen Frauenhandschuh) gestört, so wird das rezeptive Bild durch die Stimme des Erzählers weiter ausgedrückt, die uns zu der bereits bekannten Tatsache zurückführt, allerdings in einem radikal veränderten emotionalen Kontext: "Ich ertappe mich dabei, wie ich denke, dass ich auf dem falschen Weg bin. Darin fließt das falsche Himmelblau. Der Schnee ist nicht dasselbe unter den Füßen. Es sind nicht die Strahlen, die darauf spielen, denn die Sonne, obwohl ein und dieselbe, ist jeden Moment anders. Nicht die Quasten der Eberesche erröten über die graue Wand der Gasse und nicht der Saft funkelt in ihnen in der Kälte. Es ist nicht derselbe Vogel, der mit ewigen Rhythmen das unvermeidliche Herannahen eines neuen Frühlings verkündet. Sogar die Schuluhr, die keine Zeiger hat, ist im Zeitfluss. Und ich selbst bin nicht mehr derselbe wie früher. Und nur die Erinnerung des Herzens, ein zerbrechlicher Faden, der uns mit der Ewigkeit

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[1] Übersetzung aus dem Ukrainischen – hier und weiter – wurde von uns gemacht (L. M.-B.)

verbindet, versucht, das Unwiderrufliche zurückzugeben – einen flüchtigen Moment mit seiner Stimmung, seinen Farben, seinen Klängen. Das Gedächtnis, das nach einigen unverständlichen Gesetzen oft etwas Wichtiges über seine Grenzen hinaus in die Vergessenheit abweist und stattdessen ganz unbedeutende, zufällige Dinge so eifersüchtig schützt. Wie der Handschuh dieser Frau, schwarz, im blendend weißen Schnee...” *(Sodomora, 2010: 8)*. Wenn zu Beginn der Erzählung das Bild in der kognitiven Kette dominiert und durch auditive und visuelle Marker der Effekt der Präsenz mit maximaler Sinnlichkeit erreicht wird, dann aktualisiert der Abschluss der Erzählung die Erinnerung und distanziert gleichzeitig sowohl sich selbst als Zentrum der Erzählung, als auch den Leser als ihren impliziten Gesprächspartner von der direkten Geschichte. Die Dualität der narrativen Organisation der künstlerischen Welt subjektiviert ihre Wahrnehmung, der Minimalismus des Bildes wird durch die Aufrichtigkeit der Erfahrung und die emotionale Reaktion des Lesers kompensiert. Eine ähnliche narrative Organisation kennzeichnet die Kurzgeschichte “Es schneit”: eine vollständige Wiederholung der emotionalen Erfahrung in einer fast ähnlichen Situation. Zu Beginn wird die Geschichte jedoch in einem aufmunternden Ton vorgetragen: “Weiße Blitze, Striche, Abwärtsbewegung, in einem Wimpernschlag bewegungslos. Jemand schien den Sturz zu stoppen. Es gab einen Moment völliger Stille, kosmisches Gleichgewicht... Er stand inmitten der gefrorenen Schneeflocken und ließ den Blick nicht von den Flügeln ab, die, von einer Laterne beleuchtet, vor dem Hintergrund der gefrorenen Schneeebene in den Himmel gerichtet waren. Es schien, als ob jemandes Hand, die auf dem Hebel lag, wartete – nur einen Moment. Plötzlich, mit dem Schritt eines Sekundenzeigers, wurde die Bewegung wieder aufgenommen” *(Sodomora, 2010: 11)*. Auf einer kleinen Textfläche ändert sich plötzlich die vorherrschende Emotion: “Viele Jahre später erwischte ihn an der gleichen Stelle wieder ein Schneefall. Zunächst schwebte nur eine einzige Schneeflocke einsam über dem abendlichen Platz. In einer Minute – die zweite, die dritte. Und dann... Und wer kann das Unzählige zählen? Ich spürte eine kitzelnde Berührung der winterlichen Himmelsboten auf meinem Gesicht. Ich hielt meinen Blick auf dem goldenen Lorbeerzweig in den Händen von Glory, auf den Flügeln, die bereit waren zu fliegen. Ich habe gewartet. Aber das Gefühl von Sommer kam nicht. Was unbeweglich war – blieb es auch. Was fiel, fiel weiter – gleichmäßig, monoton, mit tödlicher Unveränderlichkeit...” *(Sodomora, 2010: 12)*. Der emotionale Kontakt, aber auch seine überzeugende Abwesenheit, ist ein Schlüsselfaktor für die rezeptive Umsetzung der Erzählung, denn er entfaltet zwei fast identische Stufen der kognitiven Kette. Gleichzeitig erfolgt das rezeptive Verstehen nicht in narrativer Harmonie, sondern in einem scharfen Kontrast zwischen zwei semantischen Zentren. Ein metamodernes Werk erhält durch den Text Hinweise auf maximale Heterogenität von Gefühlen, Emotionen und Erfahrungen. In der fiktionalen Welt dominiert nicht die Ereignishaftigkeit, nicht die Faktizität innerhalb der Erzählung, sondern der vollkommene mimetische Charakter der Reflexion, in der die Sinnlichkeit gegenüber der Erzählung oder der Beschreibbarkeit überwiegt. Die rezeptive Freiheit ist erlaubt und fast unbegrenzt, der Leser wird zu einem beträchtlichen Raum für Bedeutungsspekulationen eingeladen, er wird aufgefordert, phantasievoll attributive Merkmale hinzuzufügen, sein eigenes Stereotyp des Abgebildeten zu schaffen und eine Strategie zu wählen, die weniger auf die Wahrnehmung der künstlerischen Welt als auf deren emotionale Erfahrung abzielt.

In der Welt von Andriy Sodomoras Prosa werden metamoderne Dominanten durch ein komplexes Kaleidoskop aller möglichen erzählerischen Mittel verkörpert: Der Autor experimentiert mit Zeit und Raum, mit Farben und Klängen, mit Schattierungen von Stimmungen, Emotionen, psychologischen Zuständen. Die rezeptive Aktivität ist weitgehend durch das Wissen über den Text, das Werk, den Autor und seinen Stil bedingt,

und zwar nicht nur in Bezug auf das literarische Schaffen, sondern auch in Bezug auf die reale Erfahrung. In seinen persönlichen Erinnerungen bezieht sich A. Sodomora oft auf das symbolische und für seinen kreativen Stil grundlegende Bild der Lwiwer Straßenbahn, deren Geräusch zu einer Markierung der Welt wurde, die draußen, drinnen, immer und überall ist – unverändert in ihrer Veränderlichkeit, Unberechenbarkeit und Launenhaftigkeit. Um den metamodernen Charakter der künstlerischen Erzählung des Schriftstellers zu verstehen, sollte man eine der wichtigsten Erzähltechniken erwähnen, wie sie von M. Zubrytska definiert wurde: "Schweigen des Textes". Wie die Forscherin feststellt, "sind die Formen des rezeptiven Prozesses nicht nur die Artikulation und die Verbalisierung, sondern auch das Schweigen [...] Das Schweigen ist nicht nur ein unverzichtbares Attribut des Leseprozesses, sondern hat auch einen bedeutenden funktionalen Zweck in der Struktur des Textes – es erhöht die Spannung der rezeptiven Last, betont den rezeptiven Hintergrund, bestimmt die Anomalien der rezeptiven Landschaft oder umreißt die Topologie der Unaussprechlichkeit. Schweigen privilegiert die Position des homo legens. Es ist der Leser, der das Schweigen des Schreibens jedes Mal anders "zum Klingen bringt" und aus den Tiefen des Textes etwas ans Licht bringt, das die Phantasie des Autors nicht einmal vorausgesehen hat" *(Zubrytska, 2004: 327)*. Für die Stilistik des Prosaschriftstellers Sodomora ist das Schweigen des Textes die dominierende Technik. In der Kurzgeschichte "Zimmer ohne Schatten" sehen wir zum Beispiel eine der erzählerischen Verkörperungen des Schweigens: "Vor mir war ein offenes Fenster ohne einen einzigen Vorhang – gleichzeitig sah ich den ganzen Raum: Er wurde von einer hellen Lampe beleuchtet, die an einem langen Draht von der Decke hing. In der Mitte des Raumes, unter der Lampe, in etwas Dunkles gehüllt, saß eine ältere Frau auf einem Stuhl und trug einen dunklen Schal. Sie beugte sich über einen Eimer und pflückte Kartoffeln. In der Ecke, in der Nähe des Bettes, direkt auf dem Boden, lag ein Stapel mit alten Sachen, alten Kleidern. Niemand sonst und nichts anderes. Nicht einmal Schatten oder Schattierungen: die nackte, unbedeckte Hitze durchflutete den menschenleeren Raum mit einem auffälligen, keineswegs gemütlichen Licht..." *(Sodomora, 2010: 15)*. Das Bild einer schweigenden, einsamen Figur impliziert keine erzählerische Wendung, in diesem narrativen Bild ist alles von Stille erfüllt, ohne ein Gesicht, das für die Vollständigkeit der Geschichte und ihrer Erfahrung nicht notwendig ist. Die paradoxe Rezeption vollzieht sich im Oszillieren zwischen "Trostlosigkeit" und "Ungemütlichkeit" und dem Gefühl der völligen Harmonie in der Welt, die durch das Fenster eines anderen betrachtet wird.

Im Horizont der Metamoderne entfalten sich Bedeutungsdialoge meist im Klang der Stimme einer Person. Die Metamorphose und Aufrichtigkeit der künstlerischen Welt von Andriy Sodomora konzentriert sich in der dominierenden Homodiegese, die für den Leser fast unmerklich zu seiner eigenen Stimme wird. Die lakonische Darstellung in Verbindung mit einem Höchstmaß an emotionaler Spannung schafft eine psychologisch intensive Erzählung, die eine gewisse Intrige und ein Geheimnis in sich birgt. Der metamoderne Horizont der Kunstwerkrezeption nutzt aktiv die Metapher von U. Eco – "Werk in Bewegung": "Wenn man die Linse eines Polaroids langsam dreht, beginnt die projizierte Figur, ihre Farben nacheinander zu ändern... Indem der Rezipient die Linse beliebig dreht, arbeitet er tatsächlich an der Schaffung eines ästhetischen Objekts mit, zumindest innerhalb des Bereichs der Möglichkeiten, der durch die Farbpalette und die Tendenz der Folien zur Flexibilität definiert ist" *(Eko, 2001: 534)*. Bei der Wahrnehmung der Prosa von Andriy Sodomora ist es wichtig, die Stimme des Erzählers zu unterscheiden, die sich in einem bestimmten Moment darauf konzentriert, eine dynamische und plastische künstlerische Welt zu schaffen. Wenn

die Stimme des Lesers zu hören ist, kommt es zu einem harmonischen Dialog – zunächst zwischen zwei Schweigen und dann zwischen zwei Stimmen, wenn der Leser in die Welt der verkörperten Gefühle eintaucht und alle Schattierungen und Strategien des Schweigens im Text entschlüsselt.

Die künstlerische Erzählung der Prosa von Andriy Sodomora bestätigt überzeugend die Idee, dass "die Kunst die Welt erkennt, aber auch Ergänzungen zur Welt produziert, indem sie ihre eigenen Gesetze offenbart und ihr eigenes Leben lebt" *(Eko, 2001: 536)*. Der Lese- und Wahrnehmungsprozess erfordert einen wichtigen Kontext, in dem die Stimmung, die emotionale Bereitschaft des Lesers für eine Art Dialog, für eine Reflexion über das Bild des Vertrauten, Alltäglichen, das nicht nur die Grenzen des persönlichen Wissens oder der emotionalen Erfahrung des Lesers erweitert, sondern auch eine bedeutende Symbolik erhält; die Metapher vervielfältigt philosophische Verallgemeinerungen, setzt psychologische Akzente. Der rezeptive Prozess unterliegt einem viel spürbareren und bedeutenderen Druck des Kontextes, er erfordert nicht nur Gefühl und Gewöhnung an die künstlerische Welt, sondern auch den Einsatz der verfügbaren intellektuellen und analytischen Werkzeuge, um die im Text verborgene Bedeutung zu durchdringen. Beim Erleben der Welt von Sodomora kommt es darauf an, den ersten Eindruck so harmonisch in ein umfassendes Verständnis zu überführen, dass der ästhetische Reiz und die Einzigartigkeit seiner Werke nicht verloren gehen, aber auch der Sinn so zuverlässig wie möglich artikuliert wird, also das "Selbstverständnis durch die Rückkehr zum Verständnis des Anderen" *(Riker, 2001: 298)*.

4. Schlussfolgerungen

Die Metamoderne erfordert Denkkonzepte, um Aspekte der zunehmend aktiven und komplexen Interaktion des Bewusstseins, das die künstlerische Welt wahrnimmt, mit ihren einzelnen Elementen zu bezeichnen, um Bedeutungen und Sinne zu konstruieren. Je nach Drehung des traditionellen, aber produktiven "Polaroid-Objektivs" kann der Schwerpunkt der Forschung auf einem bestimmten Element der kognitiven Kette liegen (Wahrnehmung, Mustererkennung, Aufmerksamkeit, Gedächtnis, Phantasie, Sprachfunktionen, Entwicklungspsychologie, Denken, Problemlösung, menschliche Intelligenz, künstliche Intelligenz). In jedem Kontext ist die Modellierung einer literarischen Erzählung einzigartig und konzentriert sich entweder auf textliche Anhaltspunkte oder auf rezeptive Schlüssel und Annahmen. Der literarische Fundus der Metamoderne erweitert und vertieft die Möglichkeiten, sowohl die Spezifika der künstlerischen Darstellung als auch die Parameter ihrer Wahrnehmung-Erfahrung-Verständigung weiter zu untersuchen. Die Aussicht auf die terminologische Konsistenz der postklassischen Narratologie mit den Schwerpunkten der Kognitionswissenschaft eröffnet einen recht weiten Raum für das Neulesen literarischer und künstlerischer Werke, für das Überdenken des Wesens des Textes und der Bedeutungen des Kontextes in Übereinstimmung mit der wachsenden emotionalen Erfahrung der Moderne im Zeichen der Metamoderne. Einer der Aspekte des Forschungsdiskurses ist das kognitive Gleichgewicht zwischen dem ersten Lesen als Suche nach sich selbst im Text und der Rezeption als Suche nach dem Werk im Text. Die Harmonie von Intention und Lesererwartung, die Projektion des Schweigens des Autors auf die Stimme des Lesers und umgekehrt, die Integrität des Kontextwissens – diese und einige andere Aspekte werden als produktiv für die weitere Entwicklung des Literaturstudiums im Rahmen der Metamoderne angesehen.

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THEORETICAL ASPECTS
OF THE LITERARY TEXT ADAPTATION INTO FILM SCRIPT

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Summary

The article offers a comparative analysis of both texts – the literary text of the novel "Everything Is Illuminated" by Jonathan Safran Foer an American novelist, and the film adaptation of the literary text. The article issues the question of the theoretical fundamentals of the literary text adaptation into film script. The problems that arise in the process of literary text transformation into the language of the film text are highlighted. Differential peculiarities of the literary text and its film version are determined. The research proves that the text of the novel "Everything Is Illuminated" has undergone particular semantic changes and the emphasis shifted from verbal to verbal-visual in the film text, nevertheless its communicative function has been preserved.

Key words: adaptation, literary text, film text, author's image, semantic changes, flash back, type of narration, film adaptation, verbal, verbal-visual.

1. Introduction

Research of stylistic peculiarities of transformation of the literary text into a verbal component of its screen is not new - with the appearance of full-length motion films researchers of cinema and directors tried to understand the peculiarities of interaction of cinema and literature, including objective regularity of screen of literary novel *(Aleksandrov, 1983)*.

A number of publications that appeared in the first half of the XX century reflect interest in this problem; a significant number of works by Yu.Bogomolov, B.Balash, A.Piotrovskyi, Yu.N.Tynyanov, V.B.Shklovskyi, S.M. Eisenstein and I. G. Yerenburg have not lost theoretical significance. In 1948, French researcher A. Bazen published an article "Adaptation, or Cinema as a Digest", which became an important stage in the study of film screening. By this time, the screen has already taken a worthy place among the variety of artistic films *(Agafonova, 2018)*.

At the same time, all further research focuses on the analysis of individual screen displays and on-screen versions of written works. Nowadays, no system of objective criteria has been developed in the way to investigate the relationship between the screen adaptation and the original literary source. Screen adaptation is considered optimal, in which the goal of cinematographers is to create a screen equivalent of a "literary work," translating it into the language of cinema while preserving the content, "spirit and words". In its most general form, a work of art consists in the author's idea and the method of its implementation, that is,

to preserve the author's style, language linguistics, and stylistics according to a wtitten text. Despite the great importance attached to style in film theory, until now a systematic approach to describing the style of film adaptations has not been fully developed, therefore the evaluation of film adaptations is based on the subjective views of the critic *(Mast, Cohen, 1995)*.

The indicated problems prompted an appeal to the study of the artistic screen adaptation of a literary work – the author's style, language linguistics, stylistics according to its wtitten text. The second reason is purely academic, the fact of constant development of cinema as an art form and its impact on the society requires theoretical foundations for the analysis of film text as one of the types of mass communication texts.

According to the studies by V.Kravchenko and N.Zubets, an artistic text is a specifically organized way of communication that creates a certain mental model in the addressee's mind that ensures understanding of its content. "An artistic text is a collection of various means, an aesthetic influence on human consciousness and behavior, a means of speech activity, a result and a method of cognition" *(Kravchenko, Zubets, 2015)*.

Thus, a distinctive feature of an artistic text is the semantic and artistic or aesthetic information that the text conveys and which is realized within the limits of an individual artistic structure, that is, a specific artistic text. The carriers of artistic information in the text are various markers corresponding to a certain culture, historical period, biography and the aesthetic views of the author of the text, and artistic elements.

In a literary text, any elements, both at the level of language and at the level of speech, are structurally significant elements. According to B.S.Meilakh, formal elements of language, including graphic means, can acquire independent significance and act as carriers of aesthetic information in the text *(Meilakh, 1958)*.

The objective of the study is to carry out a comparative analysis of the artistic/literary text and its film adaptaion on the material of the novel by J.S. Foer "Everything is Illuminated" *(Foer, 2002)*.

2. Linguistic and Stylistic Peculiarities
of the Artistic/Literary Text and its Film Adaptaion

The linguistic-stylistic category that unites all elements of the content and style of an artistic work into a textual whole is the category "image of the author". According to A.I. Domashnev, the image of the author is the cementing force that binds all stylistic means into a coherent verbal and artistic system, it is the inner core around which the entire stylistic system of the work is grouped. The image of the author, manifesting "the internal unity of the stylistic system, thereby expresses the internal unity and integrity of the prose work" *(Domashnev, 1983)*.

If we consider the category of "the image of the author" in the film as a text of mass communication, then it is present here, but it is expressed in a different form. The author's idea, message and communication with the reader are perceived through the organization of events and scenery by the director, through the play of actors, dialogues they pronounce with different speech manners, heroe's appearance, music and a veriety of sounds outside constituent the frame and visual sequence. We believe that in the printed text the author resorts to the use of various linguistic stylistic means to emphasize emotions, important events, convey irony and in general for language coloring, the director, on the contrary, depicts with the help of a visual series.

Therefore, Jonathan Saffran's novel "Everything is Illuminated" and its screen interpretation allows to comprehand and analyze events, descriptions of heroes, their manner

of speech, actions and style of communicating since the very first time we get aquainted with them and along the whole plot description. Let us explain the style of the description of the meeting of heroes at the Lviv railway station in the text of the novel: "I was able to move Grandfather from his repose. If you want to know how, I fastened his nose with my fingers so that he could not breathe. He didn't know where he was. "Anna?" he asked. That was the name of my grandmother who died two years yore. "No, Grandfather," I said, "it is me. Sasha". He was very shamed. I could perceive this because he rotated his face away from me. "I acquired Jon-fen," I said. "Um, that's Jon-a-than," the hero said" *(Foer, 2002, p. 34)*.

The passage shows that the author uses such stylistic devices as irony and humor, as well as graphic devices, which are expressed in the following phrases that are inherent to one of the heroes: From this passage we see that the author uses such stylistic means as irony and humor, as well as graphic means, expressed in the following phrases: "I fastened his nose with my fingers", "I acquired Jon-fen" and "Jon-a-than". The irony is that Alex could not remember the name of the "hero" and constantly did not see it, poorly understood English, although he studied at the faculty of foreign philology, and with the help of graphic division of words on the warehouses emphasizes correctness and correctness of their words. Although, these events are interpreted in a different way in the film, the style of the heroe speech is preserved. When Alex returned from the train station to the car, he says to the grandfather: "Grandfather, I've got Jewish picked up, you can go to Lutsk." The word "Jewish" sounds as figuratively as "Jonfen", but it emphasizes Ukrainian dialectics and unobtrusive attitude toward Jews. That is, the film is characterized by more emotional expression.

The next episode under the analysis is Jonathan's story about his fear of dogs: "Where's the dog going to be?" the hero inquired. **"**What?" "Where's...the...dog...going...to...be?" I don't understand. "I'm afraid of dogs," he said" *(Foer, 2002, p. 35)*. Here, too, with the help of graphic means, poor knowledge of English by Alex the translator is emphasized. In the film, it is depicted more comically and emotionally: "Where's the dog going to be?" – the hero asked. "What do you mean? – Said Alex". "I have a phobia. A fear. I'm distressed by dogs"/

Alex very emotionally conveys the misunderstanding of the words "hero", his acting allows us to understand what the author wanted to say in the novel – the reception in Ukraine by the main character is perceived with caution: an old car, a blind driver and a dog that only causes fear in Jonathan.

3. The Image of the Author

Therefore, the presence of "the image of the author" both in the artistic/literary work and its screen adaptation is expressed in different forms: the printed work provides the reader with a complete description of the events with the author's impressions and attitude to the situation in the verbal fabric of the text, which cannot be fully achieved in the film, since the viewer perceives events through the interpretation of the work by the director, through the prism of the actor's experiences, his comments and through the verbal and visual stylistics of the picture text.

Combined with a specific text structure, narrative perspective produces a specific type of narrativity. All varieties of narrative perspective observed in literary prose can be conditionally reduced to two types: comprehensive or unlimited narrative perspective and limited or concentrated narrative perspective. In the case of an all-encompassing or unlimited narrative perspective, the author epically distances himself from the depicted, he stands above the described events and heroes, freely moving from one plot episode to another both in their

linear spatial and temporal sequence, and in vertical cause-and-effect interdependence – reverse shot. The textual whole, thus, is not oriented to the "personal", subjectively determined the plan of the narrator *(Klarer, 2005)*.

A limited, or concentrated, narrative perspective provides an artistic image with a focus on a "personal" subject plan or a narrative that has a specific relationship to an artistic action, or one of the characters that acts simultaneously as a speaker. The presence of a specific story subject, which depicts artistic events, determines the orientation of time and space of the artistic action concerning this person.

The second type of narrator is a "personified" narrator, one of the actors of the literary work, he can be labeled as a "narrator – a participant in the events", a commentator "from within" the action *(Domashnev, 1983)*.

This type is presented in the novel by J. S. Fayer "Everything is Illuminated". The story is told from the person of Alex, a Ukrainian student, the son of the owner of the "Dorogami predkiv" travel agency, who, on the orders of his father, has to go to Lviv to meet an American guest. J.S. Foer, the author of the work himself, plays the role of this guest; in the novel, he is simply called a "hero". Thus, the author is a direct participant in the events in the work, although he is not their narrator.

The film is changing the type of the story: Alex's image – the speaker turns into Alex – the commentator. As the film is devoid of the possibility of telling all events in verbal form, the director can explain only a few scenes: Acquaintance of the viewer with Alex's family at the beginning of the film and commentary of the previous events depicted at the end. It is this method of commentary, which is almost not used in film art, that gives an opportunity to receive the author's message and to get closer to the main idea of the work, which is sounded by Alex: "It has shown me that everything is illuminated in the light of the past. It is always along the side of us. On the inside looking out. Like you say – inside out".

A work of art gives the writer the opportunity to show his own worldview, the style of his own thoughts and feelings. Instead, in the film, we perceive the author's message through the performance of the actors and the production of the director, and we do not always see exactly what the writer wanted to tell us in his work. For example, in J.S. Foer's novel "Everything is Illuminated", consider the first meeting between Alex and Jonathan at the city railway station – the place of destination of the main heroe. In the work, J. Foer describes this episode as follows: "When we found each other, I was very flabbergasted by his appearance. This is an American? I thought. And also, This is a Jew? He was severely short. He wore spectacles and had diminutive hairs which were not split anywhere, but rested on his head like a Shapka. (If I were like Father, I might even have dubbed him Shapka.) He did not appear like either the Americans I had witnessed in magazines, with yellow hairs and muscles, or the Jews from history books, with no hairs and prominent bones. He was wearing nor blue jeans nor the uniform. In truth, he did not look like anything special at all. It was underwhelmed to the maximum"/ *(Foer, 2002, p. 31)*. The film does not mention the "cap" and the surprise at all, instead, the director of the film, Liev Schreiber, conveys all the comedy of the meeting through a visual series: Alex hires station musicians to meet Jonathan, and he himself runs after his car with the sign "JonFen S. For". Moreover, in the novel we only have a mention of the fact that Alex wrote the hero's name on a piece of paper: "And held a sign with his name in front of me", but the wrong spelling of this name underlines Alex's level of the English language knowledge *(Foer, 2002, p. 31)*. The effect and peculiarities of Alex character is achieved through his visual appearance – a cap, a sports suit, sneakers, a gold tooth, a chain around the neck, which adds a certain imagery: the viewer's attention is focused not on verbal, but on visual perception, since the text of the film is limited

in time and space, unlike the literary text. Thus, the presentation of the image of Alex in the film text, in contrast to the literary text, changes.

The next difference between the film text and the text of the novel lies in the creation of the image of the grandfather – if in the printed text the emphasis is on the image of Jonathan Safran Foer, who came to learn the history of his ancestors, then in the film the focus also shifts to the image of the grandfather, for whom the trip down the "memory lane" has become more decisive, that is reflected due to the reduction and simplification of the plot, since the film misses the historical context of the events, their entire course is presented visually through flashbacks and flashbacks that send the audience, both the reader and viewer, to the events of the World War II and concequently to Holocoust.

4. The Language of the Author

The author's character, his language and speech are reflected in the film to help us deeper understand him, and is very close to the literary text a person who is an avid collector of his family heritage – copies of old pictures, armed maps everything that inspiered him to go to Ukraine to get to know morefbout his family roots. The language of Alex is dialectical, oversaturated with slang expressions and incorrect grammatical construction of sentences according to English syntax, which emphasizes a certain social status and level of education of Alex: "But ail to many friends dub me Alex, because that is a more flaccid-to-utter version of to légal name"/ *(Foer, 2002, p. 1).* This sentence contains colloquial vocabulary, for example, the word "dub" means "baptize", "give a nickname", and the adjective "flaccid-to-utter" means "better for pronunciation". The trick is that Alex, using the thesaurus to enrich his vocabulary, does not see the difference between common, folk and poetic words: "I fatigued the thésaurus you presented me, as you counseled me to, when my words appeared petite, or not befitting"/ *(Foer, 2002, p. 23).* Alex uses the word "rotated" instead of "turned", "luxuriated" instead of "enjoyed", "premium" instead of "important", or "appeased" instead of "pleased", interchangeably as a person who does not attach importance to the context in which it is used word. The elastic breasts of the girl from his fantasies are described as "unmalleable bosom" *(Foer, 2002, p. 33)*, and the guide dog is translated as "Seeing Eye bitch". With such a pun, Foer emphasizes the comic, kind and open character of Alex, his level of education, which does not lower the level of communication.

Thus, in contrast to Alex's illiterate English, the author presents the phonetically, lexically and grammatically structured language of Jonathan Safran Foer: compliance with the norms of syntax, the correct selection of words by meaning, taking into account the context of the utterance, the perfect accent that can be heard in the film. During the first meeting of the heroes, we can already see the juxtaposition of their images: "You're my translator, right?" I asked him to be slow, because I couldn't understand him." *(Foer, 2002, p. 32).* However, despite the national and cultural codes and the difficulty of Alex's understanding of the English language, the communication process does not decrease, which is reflected both in the literary text and in the film text.

Alex's language is colourful – colloquial with elements of neutral vocabulary, sometimes official English is used more inappropriately, which creates a comic effect; the stylistic coloring of the Russian language is no less vivid. Russian is used in Alex's dialogues with his grandfather during the trip, and when Jonathan asks to translate the conversation into English, the translation is significantly different in emotional colour and meaning: "Yes, nonsense, who's afraid of dogs anymore?" is translated as "Grandfather informs me that it is not possible",

where the verb "to inform" is formal from the point of view of the differentiation of the English vocabulary, and in colloquial speech it should correspond to the verb "to tell", which gives additional stylistic colouring to his speech, creating his cinematic image of a many different qualities but a sensitive one.

5. Conclusions

According to Yu. M. Usov's statement, the film text is a dynamic system of sound-image images, or "a dynamic system of plastic forms that exists in the screen conditions of space-time dimensions and transmits the sequence of development of the artist's thoughts about the world and about himself through audiovisual means", which proves the comparative analysis of both texts in our study *(Agafonona, 2018)*.

Therefore, the categories "author's image", "author's language", "literary text" and "film text" undergo transformation during the translation of the novel into the language of cinema, namely, the narrative structure of the text changes, the emphasis from the image of Jonathan to the additional image of the grandfather, appears colloquial Russian along with English, the texts of character dialogues are abbreviated. The above is due to changes during the adaptation of the novel and the communicative direction of the screen version, due to which the emphasis shifts from verbal to verbal-visual.

An attempt to analyze and compare the literary text and the film text proved that during the transformation of the text of the novel into the film text, the author's style and the image of the writer were preserved, to a certain extent the stylistic functions in the film text were preserved which contribute to the creation of characters, despite the different genres, minor semantic changes took place, however, the conceptual and communicative functions of the screen version are preserved.

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THEORY AND METHODS
OF FORMING A SUCCESSFUL PUPIL'S PERSONALITY

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Summary

The article is dedicated to the theory and methods of forming a successful personality of a pupil. The tasks of the research are the generalization of theoretical data regarding the problem of forming a successful personality of a pupil and highlighting the methodical foundations of the formation of a successful personality in an institution of general secondary education.

In the research process, methodological approaches were applied in the formation of a successful personality of the pupil – personally oriented, acmeological, axiological, environmental, systemic, competency-based, as well as the following methods – theoretical (analysis, comparison and reinterpretation of data) and empirical (event analysis).

The author specified the essence of the concepts "pupil's successfulness", "successful personality of a pupil", "formation of a successful personality of a pupil", considered the readiness of the teacher to form a successful personality of a pupil, determined the principles of working with pupils, their application ensures the achievement of high educational results and self-realization of pupils.

The proposed research also indicated the importance of building an environment of success in the educational institution, which contributes to the effectiveness of the formation of a successful personality of a pupil, revealed the pedagogical potential of the situation of success, emphasized the necessity to create a safe educational environment, emphasized the feasibility of partnership interaction of general secondary education institutions with non-governmental organizations in the formation successful personality of a pupil.

Key words: success, teacher's readiness, situation of success, safe educational environment, partnership interaction.

1. Introduction

The ideal of modern education is a person with a flexible mind, creative and mobile, with developed communication skills, able to independently overcome the problems of everyday life, consciously treat the choice of ways of their own life, and take an active part in the development of civil society and the state. These guidelines correlate with the goals of education outlined in the Concept of the New Ukrainian School, according to them its graduate must be a successful individual, an innovator and a patriot with an active life position, who respects human dignity and rights, acts in accordance with moral and ethical principles, and is able to make responsible decisions and to combine the pursuit of personal well-being and profitless social service.

Therefore, ***the purpose*** of our article is to research the problem of forming a successful personality of a pupil in modern pedagogical theory and methods of forming a successful personality of a pupil. Accordingly, our ***tasks*** are to generalize theoretical data concerning

the problem of forming a successful personality of a pupil and to clarify the key concepts of the research "pupil's successfulness", "successful personality of a pupil", "formation of a successful personality of a pupil", as well as to highlight the methodical foundations of the formation of a successful personality of a pupil. ***The logical structure of the research***, in our opinion, is its division into such key elements as introduction; elucidation of the theoretical aspects of the formation of a successful personality of a pupil; coverage of the methodical principles of the formation of a successful personality in a general secondary education institution; conclusions.

The research methodology was the following approaches to the formation of a successful personality of a pupil: ***a personally oriented approach***, which involves taking into account the individual characteristics of a pupil for the full manifestation of his potential; ***an acmeological approach***, which promotes self-actualization and self-identification of a pupil and comprehensive development of his personality; ***an axiological approach*** that provides awareness and an emotionally positive attitude towards success as a value; ***a systemic approach***, which is manifested in the creation in the educational institution of a holistic system of educating a successful personality of a pupil based on the continuity and sequence of educational influences; ***an environmental approach***, its basis is specially organized activity in a general secondary education institution with the aim of creating an environment of success in it; ***a competency-based approach*** aimed at creating situations of success, with their assistance pupil develops the competencies necessary for success and the development of a pupil as a creator and designer of his own life.

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

2. Theoretical aspects of forming a successful pupil's personality

The categories of success and successfulness find their deployment in most fields of modern scientific knowledge. They are the subject of research of sociologists, philosophers, psychologists, and teachers. According to the statements of representatives of psychological and pedagogical science, success is the result of a one-time action to achieve a set goal; instead, successfulness is a dynamic process of human activity aimed at permanently obtaining successful results. The main conceptual positions of modern pedagogy of success, which involve the use of an individual approach in interaction with pupils of general secondary education institutions, are highlighted in the works of Academician Bekh *(Bekh, 2014; Bekh, 2020)*.

It should be noted that in modern psychological and pedagogical science, successfulness is a rather individual concept that is quite difficult to define clearly, as it is related to an individual value system and can cause various associations. However, the common scientific position of the researchers is that it is their own ideas regarding success that influence a person's self-awareness, his attitudes, life plans, self-development, and therefore, form a personality.

Reflection of psychological and pedagogical sources made it possible to conclude that successfulness is defined as:

– a concept derived from the word "success", in the understanding of a person's achievements in a certain field of activity, associated with high rates of self-development, good results in education or professional activity, certain fulfilled obligations *(Ulug, Ozden, Eryilmaz, 2011: 739)*;

– a quality belonging to an individual who has achieved success in the process of learning and upbringing *(Satterlee, Matuska, 2018: 20)*;

– a special orientation of the individual who is aware of the value of success and has a characteristic motivation for success and the skills of self-control and effective communication *(Sørlie, Hagen, Nordahl, 2021: 870)*;

– a stable positive state of the individual, which characterizes the inclusion of the individual in his socializing activities to achieve social statuses and connections *(Göncz, 2017: 77)*;

– a product of human activity obtained in the process of social-communicative interaction and various socio-cultural tests *(Effective Leadership, 2020)*;

– personality quality, which reflects a stable dynamic system of the individual's experiences of his achievements in accordance with the self-esteem of the individual and his level of demands *(Darii, 2019: 184)*;

– a socio-psychological phenomenon that reflects the result-evaluative aspect of a person's social activity *(Karimova, 2019: 66)*;

– a feature of the individual that allows him to be fully included in the system of social connections and relationships and contributes to the acquisition of the necessary status for him *(Corcoran, O'Flaherty, 2016)*;

– the quality of the personality, which is formed thanks to the joint efforts of the teacher and pupil in the educational environment *(Danciua, 2011: 2208)*;

– a set of objective qualities of a person (social activity, social adaptability and social mobility) and his subjective qualities, in particular, self-respect, self-confidence, adequate self-esteem and motivation to be successful *(Kaya, 2018: 13)*;

– stable characteristics of the personality, its individual quality standard and social assessment *(National Middle, 2010)*;

– the result of achieving a real goal defined in a certain way in the material or spiritual plane, which is highly valued objectively and subjectively and has social approval *(Dumitru, 2015: 551)*;

– a complex phenomenon that is at the same time a subjective assessment of a person and his objective achievements and depends on the self-assessment of the level of success, the assessment of the individual's successfulness by others and the real successes of a person *(Chunkenova, Ybyraimzhanov, Yelubayeva, Turkmenbayev, Bakradenova, 2021: 4588)*.

Therefore, based on the results of the theoretical analysis, we consider it appropriate to clarify the concept of ***"pupil's successfulness"*** as a stable state of the pupils' personality based on positive thinking and lifestyle, which reflects his ability to achieve his goals, fully fulfill his duties and have a subjective and objective recognition of one's achievements in the school team and the immediate environment.

Hence, as ***"successful personality of a pupil"*** we understand such a characteristic of the pupil's personality, which is manifested in the pupil's awareness of the value of the phenomenon of success, the desire and ability to realize his own resource capabilities, the pupil's focus on productive social relationships, which provides him with a high subjective assessment of his own achievements and their positive approval by others.

The characteristics of a successful personality are: "the ability to achieve significant results and goals, plan, communicate effectively with people, profess a philosophy of positive perception of life, the ability to make the right decisions, use or "feel" the moment, take reasonable risks, etc. *(Snizhko, 2009: 180)*. Taking into account these characteristics, the formation of a successful personality in institutions of general secondary education should

be based on self-determination and self-improvement of the student and be oriented on the socio-psychological characteristics of his age. That is why **the goal of forming a successful personality of a pupil** is to promote the self-realization of the growing personality and its adoption of vital decisions, assistance in the constructive resolution of difficult life situations and conscious choice of its own model of success.

"Formation of a successful personality of a pupil" in the educational environment of a general secondary education institution is a long-term process of implementing coordinated educational influences on the personality, which ensure achieving by him a success. They are implemented during the introduction of innovative methods and technologies that allow "creating an environment of success in an educational institution, encourage pupils to look for ways to their own success in an inseparable connection with social well-being and acquire individual experience of success" *(Necherda, Kyrychenko, 2022: 253)*. It should be noted that the process of forming a successful personality of a pupil has certain prerequisites and peculiarities of its course, which are determined by a variety of factors that determine this process. At the same time, the psychological attitude of a pupil to be successful, his ability to manage his emotional and volitional state, and the desire to develop harmoniously, become especially important.

We are convinced that optimization of the process of forming a successful personality of a pupil is possible only under the conditions of organized pedagogical activity in institutions of general secondary education; therefore, the practice of forming a successful personality of a pupil requires the readiness of psychological and pedagogical teams to solve related tasks.

Modern researchers note that the readiness of a teacher to perform a certain type of activity presupposes both his professional knowledge, abilities and skills, as well as pedagogical qualities, in particular, professional memory and thinking, attentiveness, work capacity, emotionality, empathy, which in general ensures the successful performance of professional functions *(Kyrychenko, Yezhova, Necherda, Tarasova, Homych, 2016)*.

The fact that "the formation of a personality depends on those moral values that are embedded in the educational paradigm does not need proof. That is why it is extremely important that higher spiritual values dominate domestic education, and upbringing is aimed at the development of an independent, free and humane personality" *(Vrait, Kadiievska, 2022: 45)*. In this regard, academician Bekh notes: "The scientific and spiritual superiority of the teacher should be the starting point in his personal and professional identity" *(Bekh, 2014: 13)*.

We consider **the readiness of the teacher to form a successful personality of a pupil** as a complex of knowledge, motives, personal qualities, abilities and skills of the teacher, which ensure the effectiveness of the process of forming a successful personality of the pupil of education.

We consider it expedient to structure the teacher's readiness to form a successful personality of a pupil into **three components**, namely: **motivational** (the desire for self-improvement, receptiveness to new things, the desire for self-knowledge, conviction in the need for the formation of a successful personality of a pupil and the involvement of social partners in this process), **cognitive** (the presence of systemic knowledge of the phenomenon of successfulness and the features of the formation of a successful personality of a pupil, awareness of innovative technologies, forms and methods of working with pupils, creativity and originality of thinking), **procedural** (possession of professional skills and abilities of the formation of a successful personality, self-correction, self-analysis, initiative, organization of joint creative activity in the teaching staff, the ability to assess the effectiveness of achieving the results of forming a successful personality of a pupil).

In our opinion, the professional growth of teachers, their successful implementation of innovations in the educational process of an educational institution takes place more effectively in cooperation with partners from local communities, state academic institutions, non-governmental organizations of various directions, thanks to this factor all subjects of education are involved in interesting and socially significant activities process. At the same time, we are convinced that in today's crisis conditions, not only the combination of classical pedagogical heritage and innovative pedagogical technologies, but also "skillful tracking and use of trends in social and personal development, turning them into effective tools of educational influence" *(Petrochko, Kyrychenko, Necherda, 2022: 200)* will contribute to the readiness of teachers to form a successful personality of a pupil.

Therefore, an important condition for the educational institution to fulfill the tasks of forming a successful personality of a pupil is the readiness and professional competence of the teaching staff in organizing a favorable educational environment that unites all participants in the educational process to achieve a common goal. We agree with the scientific position of researchers Vrait and Kadiievska that "education is not just educational services; it is a sacred process of spiritual exchange and mutual enrichment. A true teacher should be an educator, an intellectual and a good moral example for his students. He is designed to inspire and motivate its listeners, to arouse their genuine interest" *(Vrait, Kadiievska, 2022: 46)*.

There is a unanimous opinion of American scientists who emphasize that a modern teacher must be a leader, motivator and a good organizer at the same time *(Effective Leadership, 2020)*, because it is with his assistance that models of behavior, examples of social norms and values are learned in an educational institution *(Göncz, 2017: 79)*.

As other American researchers point out, "an indispensable prerequisite for pupils to be motivated for successful activities in the future and for them to achieve certain practical successful results is their complicity in the learning process, when pupils and teachers become equal partners in the process of mastering certain knowledge and skills, and pupils are assigned a more active role" *(Satterlee, Matuska, 2018: 20)*.

At the same time, it is necessary that the teacher knows how to "be attentive and grateful, show interest in the thoughts and aspirations of pupils, support them during failures and rejoice them in their successes and thereby stimulate pupils to new achievements and contribute to their success in the educational environment and society *(Ulug, Ozden, Eryilmaz, 2011: 739)*. Only in this case, the pupils' aspirations and life ideals will be formed under the influence of the teacher's personality, which will become the driving force of pupils' achievements both in the institution of general secondary education and in various areas of extracurricular activities, and at the same time a role model.

3. Methodical principles of the formation
of a successful personality in an institution of general secondary education

As it was mentioned above, the formation of a successful personality of a pupil takes place, first, in an educational institution in the process of mastering knowledge. Academic success is a source of a pupil's inner strength, which generates energy for him to overcome difficulties on the way to success, makes him want to learn and improve. This involves the organization of such educational process, which creates conditions for achieving high academic results and self-realization of all pupils as subjects of the educational process, in particular, the application of the following ***principles of working with pupils***.

1. Emphasis on one key idea of the proposed material. For a pupil's success in learning, his memory plays a significant role. And its characteristic, first of all, to preserve the essence of anything that it encounters. The details of an event, lesson, or text are recovered only when the meaning is mentioned. That is why it is necessary to first focus on the key idea of the lesson, which will later be "overgrown" with details.

2. Structuring information into small content blocks. The teacher should not forget how big the gap is between his knowledge and experience and the capabilities of pupil who are mastering a certain material for the first time. To improve the process of assimilation of information, it should be presented "portionally", alternating small blocks of content with rest. Ideally, no more than 10 minutes should be spent on presenting one idea *(Danciua, 2011)*, during this time, it is necessary to formulate a specific thesis, explain its content and pay attention to details.

3. Do not make a pupil "Julius Caesar". Success is possible only under conditions of single tasking to focus on the problem of the lesson and high-quality processing of information. In order to improve educational results, it is necessary to create such conditions for pupils, under which the influence of factors that can distract from the main goal is minimized.

4. The eternal relevance of the old saying "Repetitio est mater studiorum". Repetition is important for learning success because memory is not permanent. To strengthen knowledge, it is desirable to periodically repeat certain topics, returning to the same material taking into account the progress of pupils (it is best – several times during the day, after a few days and after a few months). The number of repetitions and the interval between them are critical for the transition from short-term memory to long-term memory.

5. Encouraging innate curiosity. School age is the age of researchers from birth. The insatiable curiosity of a growing individual, his desire to try new types of activities, analyze the properties of objects, learn about the world around him, experiment, "test" the environment, and get pleasure from self-made discoveries must necessarily find support from the teacher. Encouraging pupils' aspirations to knowledge will allow them to gain the first experiences of success.

6. Focus on the student's interest and the emotional component of the educational material. One of the secrets of high academic success is attentiveness. It is inextricably linked with interest in the content of the material being mastered. If the information contains interesting facts, impressive messages, is presented in an unusual way for the pupil, attention to it increases, and the information is better "encoded" for storage in memory. In addition, in an average lesson, a pupil can lose interest already 10 minutes after it begins *(Corcoran, O'Flaherty, 2016)*, so it is desirable to attract the attention of pupils with emotionally significant stimulus related to the topic of the lesson – interesting news, telling practical an example, a topical story about a lesson problem, or even just a joke.

7. Multisensory environment as a key to more successful assimilation of information. Information is assimilated and remembered better, the more senses are involved in the learning process. Scientists believe that a progressive teacher should focus his activities on the use of memory and attention stimulants such as taste, smell, touch, etc., along with traditional methods of presenting material. However, so far the most common in the practice of a modern teacher is the combination of pupils' visual and auditory abilities. That is why one of the effective means of improving educational success today is the use of the possibilities of a multi-sensory environment, in it information is presented not only verbally, but also in a visual form, for example, with the help of animation, videos in particular. In this regard, such methods of forming a successful personality as infographics and scribing, photo-video technologies, as well as various devices can be useful to the teacher *(Necherda, Kyrychenko, 2019)*.

8. Promoting the development of self-education skills in the process of mastering knowledge. Self-education of pupils in the conditions of restrictions caused by the COVID-19 pandemic, as well as the circumstances associated with the introduction of martial law in Ukraine, becomes one of the important forms of education, which requires the pupil to independently develop the qualities and skills of a successful personality, in particular, creativity in solving educational problems and choosing education methods, variability in shaping the trajectory of personal growth, self-control of one's educational activity, self-reflection of one's own achievements and failures, and from the teacher – timely assistance to the pupil and taking into account the dependence of the modern generation of pupils on various types of gadgets, as well as the peculiarities of their work with information, the selection and generalization of which is faster and easier for them using not books, but Internet resources.

Therefore, "a modern educational institution should focus on the creation of a cloud-oriented educational environment, which will take into account the needs and peculiarities of the use of information and computer technologies of all subjects of the educational process, in particular, the creation of electronic content using modern web services and software applications" *(Yandola, Babych, 2021: 184)* and will become one of the defining characteristics of a successful environment.

Note that in the practice of general secondary education institutions, there is still a danger of equating academic success with success in life and society, the identity of an excellent pupil and a successful individual, which contradicts the very essence of the phenomenon of success, its defining features are the involvement of the individual in the system of productive social ties and relationships, its effective socialization and its achievement of significant statuses. That is why the effectiveness in forming a successful personality of a pupil will be facilitated by the development of *an environment of success* in the educational institution, which requires compliance with the following conditions.

a) Creation of "success situations". One of the defining features of a comfortable educational environment for a pupil, which contributes to his self-improvement, self-determination and self-realization, is the creation of situations of success. As a psychological and pedagogical phenomenon, *the situation of success* is an organized set of actions of participants in the educational process and factors of the educational environment that ensure success – significant results of solving certain tasks *(Chunkenova, Ybyraimzhanov, Yelubayeva, Turkmenbayev, Bakradenova, 2021; Karimova, 2019)*.

In the practice of general secondary education institutions, *creating a situation of success* is actually a simulation of a certain situation, during it a pupil (a group of pupils, a team) has the opportunity to experience the emotions associated with success and gain a positive experience of success. "Living" and "experiencing" successful situations by pupils contributes to: increasing pupils' motivation to be successful; stimulating the work capacity of pupils and their self-improvement skills; correction of those personal traits of pupils that hinder success, in particular, anxiety, isolation, insecurity, irresponsibility, low self-esteem; development of qualities necessary for achieving life and social success, namely, discipline, purposefulness, activity, creativity, initiative.

Turkish scientists note the importance for pupils of the long-term perspective of a situation of success, when it, together with positive emotions from overcoming difficulties and obtaining a result, forms an awareness of an insufficiently high level of knowledge and skills necessary for future achievements, and a persistent need for self-discovery and self-education *(Kaya, 2018: 16)*. Agreeing with this scientific position, we note that *the situation of success* becomes for pupil a point of reference for establishing a harmonious interaction with adults

and peers, hardening the character, forming the ability to counteract the negative factors of the surrounding world, increasing vitality, a kind of starting mechanism for further comprehensive development of the personality.

According to the results of the event analysis of the educational practice of educational institutions, ***while creating a situation of success, it is necessary to***: find strong individual sides in the pupil and, taking this into account, project his personal development; determine the types of activities where this pupil's success is real; to offer difficult and at the same time achievable tasks for this particular pupil; evaluate his activity without comparing it with other pupils; to be able to "numb" the lack of success in solving a certain task by focusing on successful actions in the process of its implementation; promote success with dosed assistance and moral support; use opportunities for partner interaction with the pupil's family, in particular, discuss algorithms for creating situations of success in a family environment; encourage the pupil to form adequate self-esteem and self-education; stimulate the pupil's motivation to be successful.

b) Development of a safe educational environment. The problem of pupils' security in the educational environment is a necessary condition for the growth of a successful personality. That is why the implementation of the tasks of creating an environment of success is based on the priority of physical and psychological comfort and safety of the educational environment, the free development of the unique individuality of the pupil, the satisfaction of his intellectual, psycho-emotional and social needs, ensuring his rights and freedoms, which ultimately assists the pupil to get a positive experience of success.

A characteristic feature of a safe educational environment is "the impossibility of harassment, bullying, segregation, violence, suicide among participants in the educational process" *(Honchar, 2022: 244)*, along with the fact that, as academician Bekh emphasizes, an important role is played by pupils' trust in the teacher, his benevolence, the absence of double moral standards and a stable personal position *(Bekh, 2020: 20)*.

The Code of Safe Educational Environment *(Tsiuman, Boichuk, 2018)* is an effective tool for strengthening the safety of life activities of an educational institution, its provisions must meet the following requirements: adhere to the principles of current legislation; to regulate all areas of activity of the educational institution related to the rights of the individual to safety; be concise and understandable for all participants of the educational process; be focused on the application of innovative pedagogical methods and technologies, which will contribute to the transformation of the educational institution into an institution of a new formation, its comprehensive characteristic will be friendliness to the participant of the educational process, his physical, psychological, informational and social security.

c) Interaction of the educational institution and social partners. We are convinced that the formation of a successful personality of a pupil takes place more systematically and fully due to the establishment of a system of partnership interaction with non-governmental organizations, mainly those that work according to the principle of "peer-to-peer education", according to it pupils take an active part in working with their peers ("International School of Equal Opportunities", "All-Ukrainian League of Horting History and Culture", "League of Human Development") *(Kyrychenko, Necherda, 2022)*.

The basic principle of social partnership is communication, constructive interaction and cooperation of teachers, students, parents and members of public organizations united by common goals and aspirations, who "are voluntary and interested stakeholders, equal participants in the educational process, responsible for the result" *(Virsta, Zhalko, 2021: 133)*. Romanian researchers emphasize the importance of partnership interaction of all participants in the educational process, their constructive cooperation in creating an environment of success *(Dumitru, 2015: 551)*.

The event analysis of educational practice allowed us to conclude that partnership interaction with non-governmental organizations helps educational institutions in the formation of new principles and approaches to the organization of the educational process. For pupils, cooperation with non-governmental organizations in the role of activists, volunteers, event participants is a powerful socializing factor, as they participate in the discussion and resolution of various difficult life situations for them, activate the processes of reflection and self-control, understand the importance of responsibility and organizational skills, get the opportunity to internalize socially significant norms and values and develop the qualities and skills necessary for life and social success.

4. Conclusions

Therefore, the formation of a successful personality of a pupil is an urgent problem of modern psychological and pedagogical science. Solving the tasks of educating a successful personality with innovative thinking and behavior, capable of cognitive activity, self-identification and effective socialization is of great importance in the modern socio-cultural situation, its requirements are to increase the level of competitiveness of specialists and the constant improvement of the personal and professional qualities of a growing personality as a future social leader. Addressing the mentioned problem in the educational environment of institutions of general secondary education will contribute to the desire of pupils to become successful not only in the educational institution, but also outside it, and, most importantly, will serve the formation of pupils' faith in their own success.

Prospects for further research in this direction are related to the creation of practice-oriented models and mechanisms for shaping the life success of pupils of general secondary education institutions. Our priority tasks will be the research of vitality and life optimism as significant phenomena of human social existence and at the same time important conditions for the formation of a successful personality in life; the research of relationships between the formation of the value-meaning basis of pupils' own life activities and their success in life, as well as the development of scientific and methodical support for the process of forming the life success of pupils in the post-war society.

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VARIOUS THEORIES ABOUT THE ORIGIN OF LANGUAGE

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Summary

The main purpose of this paper is to understand and consider the theories about the origin of language: to understand why it is such a complicated task for scientists. What is a language, how it developed, a different approaches and researches, which are connected to that problem. Unfortunately, we don't know what the first language was, how it began – where and when. It's hard to imagine a cultural phenomenon that's more important than the event of language. No human attribute offers can't prove less persuading evidence, regarding its origins. The mystery of its solution, as Christine Kenneally says in her book "The First Word"? lies within the nature of the spoken word. Methods used in study: general and historical information about theories (their description and analysis), methods of theoretical research due to some recent studies, which are crucial for that problem. And it's important to say that now empirical experiments about the origin of language are losing their necessity and effect, but theoretical approach is more suitable.

Key words: hypothesises, approach, study, genesis, linguistics.

1. Introduction

The issue of the origin of the language is quite complex. Suppositions about the origin of the language are made theoretically by reasoning, because the original language has no written monuments. The origin of language must be distinguished from the question of the origin of specific languages of the world. Specific languages, even very ancient ones, arose not earlier than 10 thousand years ago, while humanity spoke several hundred thousand years ago. When and how the language appeared, what it was like at the first stages of human development has been of interest to people since ancient times, but to this day there is no generally accepted answer to them. In ancient times (V–IV centuries BC) the problem of the origin of language was raised within the framework of philosophical discussions about the essence of language. Representatives of Plato's school believed that the names of objects are not given arbitrarily, but in accordance with their nature, which indicates the natural nature of language and, accordingly, the natural biological determination of its origin. Representatives of the Democritus school argued that the names are not related to the nature of things, that no object needs it. The names of objects are needed only by people to convey thoughts about

objects to others and therefore are established by conventional agreement. This is evidence that language arose consciously, by agreement.

2. Considering that problem

Anyone who intends to cater to the origins of language should face what critics describe as an inescapable truth: since language does not fossilize, the investigation of its origins shouldn't depend upon experimental proofs but theoretical studies are popular for discussing that problem. These considerations are at the guts of two well-known edicts – *Société de Linguistique de Paris* in 1866 and the *Philological Society of London* in 1872 – that forbade all members from presenting speeches on the topic. The arguments underlying these edicts have a robust intuitive character and seem guided by a matter of common sense: it is simply not possible to rewind tape to the starting point; therefore, the origin of language isn't empirically analyzable. Everything done relies on speculation, the sector (very dangerous, consistent with many) of philosophy rather than science.

Ostracism (a method of temporary banishment by popular vote without trial or special accusation practiced in ancient Greece) imposed by the 2 societies have had negative consequences for a long time. However, the contemporary situation is radically different: for several years, research on language origins is during a revival and currently one of the most discussed topics in literature on human communicative capabilities. additionally , the essential feature of ongoing research is that the clear prevalence of empirical over theoretical studies *(Fitch 2017; Wacewicz and Zywiczynski 2017)*. Paradoxical though it's going to seem, the large issue today is opposite to that raised by the edicts: it is finding the key to the problem of too much available data.

3. Linguistical theories about the origin of language

There is a description about some popular linguistical theories, which were considered by scholars and scientists. And we need to describe them and analyze.

1. *Sound imitation theory*

It consists in the fact that language arose by imitating the sounds of nature. The reproduction of the roar of animals, the cry of birds, the noise of water, wind led to the emergence of the first words, for example, moo, bark-bark, ding-ding, bang, drop, etc. from which derivatives such as bark, to bark, drop, to drop, etc. were created. The first speech of the human beings was onomatopoeic – marked by echoic words such as moo, meow, splash, cuckoo, and bang.

Sometimes similar sounding words are peculiar to several languages: cuckoo in Czech sounds "kukachka"; in French - "cuckoo", in Spanish – "cuco"; in Romanian – "cuc".

But it is believed that the sound-imitative words in different languages do not coincide. Plato and Democritus initiated this hypothesis. In the 19th century it was supported by William Whitney.

Analyzing, it can be argued that it is impossible to accept such a theory, because according to it, language arose by chance, not by necessity, so the existence of society is not necessary for its emergence. In addition, to imitate the sounds of nature, you need to have a very flexible speech, which implies the precedence of a long development in the past. Relatively few words are onomatopoeic, and these words vary from one language to a different. As an example, a dog's bark is heard as "au au" in Brazil, "ham ham" in Albania, and "wang wang"

in China. Additionally, many onomatopoeic words are of recent origin, and not all are derived from natural sounds. So, we have no reasons to take this theory seriously. Therefore, M. Muller jokingly called it "the theory of woof-woof".

2. *Sound-symbolic theory.*

It is close to the sound imitation theory. Some scientists identify them. But since this hypothesis is based not on sound imitation, but on sound symbolism, which is certainly a different phenomenon, it is quite justified to separate this hypothesis.

According to the sound-symbolic hypothesis, there is a certain direct connection between human feelings and emotions and sounds. Through sounds, a person conveys his impressions of the world around him. The ancient thinker Aurelius Augustine said that the word "mel" – "honey" is pleasant to the ear, and "acer" – "sharp" - unpleasant. This hypothesis was supported by German scientists Gottfried Wilhelm Leibniz, W. Humboldt, J. Grimm, Ukrainian linguist O. Potebnya, Swiss linguist Charles Balli.

Leibniz, in particular, believed that the sound [l`] expresses something soft and indicates speed: German "leben" – "to live", "lieben" – "to love", "Lauf" – "run", "Lowe" – "lion".

According to W. Humboldt's observations, the sound combination [li] conveys the idea of what seems to be pouring: "Lied" – "song", "Licht" – "light". And the sound [w] is associated with anxiety, uncertainty: "wehen" – "to blow", "Wind" – "wind", "Wolke" – "cloud", "Wunsch" – "desire". As for the extent of sound-symbolism in language, Leibniz noted that with the development of language, its scope becomes more limited.

Summing up, we can say that not always such examples serve to express pleasant concepts in other languages such as in Ukrainian "lai" – «лай», "dilda" – «дилда», etc.

3. *Exclamatory hypothesis (emotional, arbitrary exclamations).*

Its essence lies in the fact that the objects of the surrounding world caused certain feelings in a person, and he involuntarily uttered sounds that became the first words. Thus, the word is a mirror of the human state of mind.

This theory was initiated by the Epicureans of Ancient Greece (IV-III centuries BC) who believed that the emergence of languages is due to the natural need of man to express his state of mind with sounds. Later, this theory was supported by J.-J. Rousseau, a Genevan philosopher of the 18th century stated that *"passions caused the first sounds of the voice"* and that *"the language of the first people was not the language of geometers, as is usually believed, but the language of poets" (Rousseau, 1782).*

As David Crystal writes in "How Language Works" *(Penguin, 2007)*, this kind of theory still fails to look for *"... the gap between the emotional and therefore the rational aspects of speech expression... ."*

Of course, we cannot deny the importance of emotions and feelings in the development of language, but it is difficult to accept the exclamatory theory of the origin of language, because it sees the main reason for the emergence of language in the individual state of mind of a person. The emergence of language, according to this theory, is an accidental phenomenon (although it is clear that no child will speak until he is among speakers). Again, we can see that exclamations expressing feelings are pronounced differently in different languages: Ukrainian "Well", English "Oh". And, of course, language has not only an expressive function in its arsenal, so do not reduce it only to this.

4. *The hypothesis of the social contract*

Its founder is considered to be Diodorus of Sicily, who wrote: *"Initially, people led unsettled lifestyles, like beasts, going out alone to pastures and eating tasty grass and fruits. The trouble taught them to defend themselves from beasts, to help each other. They gradually*

began to recognize each other. Their sounds were still incomprehensible and unintelligible, but gradually they moved to words and established symbols for each thing, created an explanation of everything around them that was understandable to them".

This theory is connected with the above-mentioned controversy about how things got their names, that is, it is a development of the doctrine of Democritus and Aristotle about the conventionality, arbitrariness of names.

The theory of the social contract can be denied at least by the following fact: in order to agree, it was necessary to have a language.

5. *Logos theory of the origin of language*

In the early stages of civilization arose logical theory (from Greek logos 'concept; mind, thought') of the origin of language, which exists in several varieties - Vedic, Biblical, Confucian.

In the view of the peoples of India and West Asia (X century BC), the language has divine, spiritual origin. Denoting the spiritual beginning, ancient people used the terms God, word, logos, Tao. The Indian Vedas is considered as the most antique written memorials. The Vedas thought that the founder of names is God, who did not create all names, but only subordinate Gods. Names, things were already named by people, but with the help of one of the Gods – the inspirer of eloquence and poetry.

In the mythology of the ancient Greeks there was a story that the creator of language is the god Hermes, the patron of trade and means of communication, whoidentified with the Egyptian God of wisdom and letters Thoth. According to the Bible, the carrier of the Word is God. The act of speaking is resorted by God in the beginning of creating the world. Then he gives names to the created beings. These names God sets few of them: day, night, sky, earth, sea, entrusting everything else to Adam. So, according to the Bible, God gave humans the ability to speak, which they used to name things.

The idea of the divine origin of language runs through the history ofof linguistics. Plato (IV century BC), Bishop Anselm of Canterbury (1033–1109), German educator and scientist J. Herder (1744–1803), classic German philosopher of the Enlightenment H. Lessing (1729–1781), much reflecting on the origin of language, came to the conclusion about its divine origin.

As for Wilhelm von Humboldt the language was considered as an activity of the spirit. His idea of language as energy and spontaneous activity of the human spirit is a further development of the logosic theory of the origin of language. A branch of the logos theory is the idea of many ancient peoples of the world about the wise men, noble people, legislators as names. These ideas, the creation of language is attributed to highly respected and holy ancestors, founders of the tribe, who were usually associated with the gods.

The role of name-giver could be played not only by ancestors but also by contemporaries, ruling the state, which is typical, for example, for ancient Chinese philosophy. Tao was considered as a real creative force, which establishes order in society through the rulers. The ruler should give and pronounce names correctly, only in this case it is possible to effectively communication between him and his subjects.

The idea of the founders of names had its followers in the history of linguistics. French philosopher and publicist J.M. Degerando (1772–1842) studying the behaviour of some tribes, concluded that language could be communicated to only a few people – more developed and wise leaders. German philologist J. Grimm (1785–1863): the easiest way to imagine the origin of language in a situation where two or three pairs of ancestors and their children.

4. Biolinguistical theories about the origin of language

Numerous researchers, scientists, animal behaviourists and archaeologists have conducted a number of experiments and excavated many historical sites to undertake to understand this means of communication which can be used to convey non-literal information and doing routine manipulations in our daily lives. Moreover, these studies have added comparative studies among the primates.

While these studies have revealed that primates aside from hominids are capable of using gestures, their use of language constructively was limited to some words only comparable to language competency of two year old.

When many scientists and researchers attribute the emergence of the utilization of language among Homo sapiens to spontaneous emergence in a manner similar to the "big bang theory" of the earth origin, others suggest that language use came from genetic and evolved over time.

The study of language is thoroughly affected by Noam Chomsky. He came up with three modernizations:

(1) Skinner's Verbal Behavior scrutiny reversed the paradigm about behavior and also powered the psychological "cognitive revolution"

(2) the point that language relies upon inherited constructive mechanism, which calls 'Universal Grammar', was made up unique similar by Noam

(3) Principles and Parameters program was the main strategy which triggered ignition of inquests into variety of languages. Also this program served as a research into the construction of language, which has known as the 'Minimalist Program'

Chomsky thinks that the origin of language has been studied from a standpoint of beast communication similar as calls of hams and so on. But he says that this is a waste of time because mortal language is relatively different from beast communicational chops:

"There's a long history of study of origin of language, asking how it arose from calls of hams and so forth. That disquisition on my view is a complete waste of time, because language is grounded on an entirely different principle than any beast communication system. It's quite possible that mortal gestures have evolved from beast communication systems, but not mortal language. It has a completely different principle" (Chomsky 1988 183).

So, how does Chomsky argue the origin of mortal language? He makes his idea accessible about it, proving that this is just a enterprise:

"Now for some enterprise about mortal elaboration. Maybe at some time hundreds of thousands of times agone, some small change took place, some mutation took place in the cells of prehuman organisms. And for reasons of drugs which aren't yet understood, that lead to the representation in the mind/ brain of the mechanisms of separate perpetuity, the introductory conception of language and also of the number system. That made it possible to suppose, in our sense of thinking. So now humans – or prehumans could go beyond just replying to stimulants and could construct complex structures out of the world of their experience, and now, the world of their imagination. maybe that was the origin of mortal language" (Chomsky 1988 183).

Chomsky's continuity that the origin of language is mutation is quite the same thing as saying that nothing can say about the origin of language or that God gives mortal beings language. On the other hand, it's relatively right to say that he doesn't explain anything about the origin of language.

Yubal Noah Harari says the same thing as Chomsky's idea:

"We need to understand deeper about Cognitive Revolution. It's a common thought that it is considered through modern approaches to gossips and permits. It was a long time ago, nearly 70000-30000 years. What caused it? We're not sure. The most generally believed proposition (Chomsky's proposition) argues that accidental inheritable mutations changed the inner wiring of the smarts of Sapiens, enabling them to suppose in unknown ways and to use a communication as a new tool due to language. We can give its name as the "Tree of Knowledge mutation". Why did it develop in Sapiens DNA but not in that of Neanderthals? It's only a chance of probability, nothing more, if we may say so. It's far crucial point to trace the of the Tree of Knowledge mutation changes, its causes and tendencies. Why the new language of Sapience expanded so far and allowed it to defeat the world"(Harari 2015 23-24).

Harari might have noticed a Chomsky's proposition about language origin. Likewise, Harari says that mortal language evolved as a way of tattling. An alternate theory agrees that our unique language evolved as a means of participating information about the world. But the most important information that demanded to be conveyed was about humans, not about lions and bison. Our language evolved as a way of tattling. According to this theory, Homo sapiens is primarily a social beast. Social cooperation is our key for survival and reduplication. It isn't enough for individual men and women to know the whereabouts of Napoleons and bison. It's much more important for them to know who in their band hates whom, who's sleeping with whom, who's honest, and who's a cheat.

The new verbal chops that modern Sapiens acquired about seventy milennia ago enabled them to spread the gossips for hours on end. Reliable information about who could be trusted meant that small bands could expand into larger bands, and Sapiens could develop tighter and further sophisticated types of cooperation. *(Harari 2015, 25-26)*

Therefore, Harari claims that human language developed through tattling, saying that nowadays our chats with someone are full of tattling. The gossip theory might sound like a joke, but multitudinous studies support it. At the present the vast majority of human communication – whether in the form of emails, phone calls or review columns is gossip. It comes so naturally to us that it seems as if our language was came up for this veritably purpose *(Harari, 2015 26)*.

Michael Corballis, in his quest to work out the origin of language, suggested *gestural* and *vocal* theories. In his theories, he proposed that human language faculty preceded the event of vocally transmitted speech. Also, he argued that human language capability relies mostly on gestures.

1. *Gestural theory*

A great number of researchers were working on that theory. Initially, the first scientist who considered that theory was John Bulwer, a London physician, who wrote about *"natural (sic) language of the hands",* relying upon Cicero's and Quintilian's work. In the next century, the French philosopher Abbe Etienne Bonnot de Condilla, in his fable described two children who had no possibility to learn a language cause they were struck in the desert after the Flood. Thus, they developed by own efforts language through manual gestures *(Condillac 1747).* In that way, Condillac by this fable denied the Church doctrine that language was given by God as a gift.

In modern time the first understandable way for the gestural theory of language origin was described by the anthropologist Gordon W. Hewes *(Hewes, G 1973)*. He was inspired by the discovery that big monkeys could not be taught to speak, but instead of that, they used to shows signs in order to communicate.

As for Michael Corballis, he agrees with gestural theory to be promoted. In his paper *(New Perspectives on the Origins of language, 2013, p. 172–173)* he says that the primates are evolved into arboreal environment, and their skills specialized for climbing, clinging, grasping in order to control their movements:

"Human beings have three-dimensional eyesight, with the help of which people can differentiate a wide range of colors, able to understand and analyze form, geolocation and movements. Humans, as primates, therefore emerged with a sophisticated pre-adaption for the production and perception of movements of the hands and arms… The hands and arms, with the capacity to move freely and intentionally in four-dimensional space-time, therefore provide a natural medium for the communication of events that occur in the four-dimensional world".

2. *Vocal theory*

This theory can sound similar to the last one but they have different meanings, because they are both models for describing language origin. These theories can be separated, as well as multisensory models, which pose harmonious relationship between vocalization and gesture. Gestural models are understandable, they advance visually-conveyed symbols derived earlier than those, which were generated vocally, so speech is simply a substitute of before fixed symbolic system that moderated by gestures alone.

Returning to his paper, which was mentioned above, Corballis says that vocal theory is not intentional and proves it by his comments:

"We can say without a doubt that we used to speaking and it became so important and usual to us. It happened because we have evolved over the time a capability to produce vocal ciphers, so now we surely can deliver very perplex data, even if it consists of geographical data… The conscious control of vocalization, though, is largely restricted to humans and to some birds… Primate vocalizations are not entirely fixed. For instance, chimpanzees appear able to modify their screams when under stack, depending on the severity of the attack and their status relative to that of nearby chimps, and listening chimps can distinguish the screams of a victim from that of an aggressor… Humans exhibit considerable variability in emotional vocalizations, such as laughing or crying, and these can provide data in an influenced circumstances, or, even more, in social particular situation. We can differ simply and immediately a cultivated chuckling from wild gaiety".

According to that, we can say that the intention of language, with its complicated control of features of vocalization, is tend to be behind the vocal repertory of inhuman primates. Even if consider that at a surface level, human dialogue is quite not what are the vocal interactions between primates. As Arcadi *(Arcadi, 2000)* observed that chimpanzees are not answer to which calls they hear, however, when they do the vocal structure of the answer and it sounds very similar to what they heard. Unlike in human talk when the structures of interchanged comments are peculiar and different.

5. Recent researches about that problem

International disquisition involving the University of Adelaide has slip new light on the origins of some of the most considerably spoken languages in the world. Three billion people moment speak a language that is part of the Indo-European family of languages, gauging Europe as well as Central, Western and South Asia. But the reason why these languages – analogous as English, Spanish, Russian and Hindi – are related has been a source of some argument for further than two hundred times. In the magazine *Nature* was printed a moment of *New Exploration*. Antique DNA researchers from the University of Adelaide and the Harvard

Medical School took part in it. This research unveiled that partially, some of the Indo-European languages, which has its natives in Europe is a consequence of a huge migration from the East of Russia:

"This new study is the biggest of its kind so far and has helped to meliorate our understanding of the verbal impact of Stone Age migration," tells co-first author Dr Wolfgang Haak, from the Australian Centre for Ancient DNA (ACAD) in the University of Adelaide.

The researchers set up validation of two major population reserves in Europe during the Stone Age. The first was the appearance of Europe's first farmers, who had spread from the Near East (modern-day Turkey).

From the words of an author of the study, ACAD Director professor Alan we can realize that the geographical distances and the difference in material culture are the factors, thanks to which exceptional analogy due to inherited lives can be traced. It's not important from which parts of Europe they are, it's more important to say that the primary farmers are nearly alike and must have the identical origin.

Co-first author of the study Dr Iosif Lazaridis, a postdoctoral fellow at Harvard Medical School, says remarkably, the hunter-gatherers that lived in Europe did not evaporate after the first farmers moved by. He said that hunter strain under renovation had passed rural residence of Europe nearly 6000–5000 years ago.

Unexpectedly, a third strain element, with its origins in the east, was set up to be present in every Central European sample after 4500 times agone, but not before that time, marking the alternate population development:

"It was really a great moment when we looked at the new information and brightened up," says Dr Lazaridis. The team evaluates that the so-called *"Corded Ware"* people (named after their distinguishing ware) had 75 of their strain from the eastern down.

"Only a huge resettling enabled to have a powerful impact on the spoken languages, which people were used," points Dr Haak. *"This subsequently migration sits well with linguists who had suggested a more recent spread of Indo- European, predicated on similar words for wheeled vehicles that had only been in use since 5000 times agone."*

The leader of the study, Professor David Reich of Harvard Medical School, the Broad Institute, thinks that a wide spread thought about a hypothesis that Indo-European languages began to develop thanks to farmers representatives, who are natives from Anatolia. This statement was challenged by consequences.

He says the new study doesn't break the centuries-old problem of the motherland of all Indo-European languages, which are distributed considerably in Eurasia. Still, the team is auspicious that a result may be within reach. Professor Reich declares that for him and his team now important to take in how Europe inhabitants, in what circumstances approximately 3000–6000 years ago were in friendly terms with Caucasus, India and Iran and alo East. In these areas Indo-European languages are widely spoken.

Another research debate looks at the question of why humans have language and animals do not. The problem boils down to two main theories about the origin of language. The first one demonstrates that language emerged from bird singing, dolphin whistling and other ancestors that have hundreds of millions of years of evolution. The second theory states that language is an exclusively human adaptation that has no ancestors among other species.

Harvard psychology professor Mark Hauser and his colleagues presented the third idea, which combines elements of a long history of evolution and recent adaptation. Hauser with his team tried to study a different hypothesises, which never were under discussion. Luckily, it gives a huge chances for considering and proposing other ideas.

Noam Chomsky from Massachusetts Institute of Technology, a remarkable linguist, Hauser and Fitch, who is Harvard psychologist W. Tecumseh argue that the difference between animal communication and human language boils down to recursion – the ability to take discrete elements, such as numbers and words, and recombine them to form a variety of ways of expression. Animals are not capable of this, so even though they have had original experiences, they cannot string thoughts together to form an infinite number of descriptions and statements.

Recursion might not have evolved specifically for the purpose of allowing humans to advise, discourse with, or bore each other, the experimenters write in the Nov. 22 issue of Science. It could have come from acclimations that help creatures navigate or handle figures. Tamarin monkeys, for illustration, can count up to four precisely and distinguish larger figures in the sense that they know 12 objects are further than eight objects. Hauser believes that the mortal capability to count to advanced figures precisely came only after we evolved language and developed words like " twenty-nine " and "one thousand two hundred forty".

Natural selection is the great sculptor of elaboration that favors the continuity of features, like feathers and hands, which give those who retain them lesser survival eventuality than those who do not. similar selection could have acted on the capability to handle figures and to get from place to place in a way that produced an unexpected result – language.

In other words, a capability to do the internal calculations involved in navigating between feeding and parentage grounds, or understanding that 12 is lesser than four, could have led to a derivate now enjoyed by only one species.

Still, indeed, be this way. If effects did. The most probable time for its origin was after the ancestors of hams and humans went their separate evolutionary ways, about 6 million times agone. *"That's plenitude of time for language to have evolved gradationally,"* Hauser commentary.

Before that time, other verbal communication systems evolved. As for example can serve caution system, which velvet monkeys in Eastern Africa came up with. Vervets sound different warnings for different pitfalls. Leopards, eagles, snakes, and baboons all evoke specific calls, because each adversary hunts in a different way. A leopard caution makes vervets to run into trees. An eagle alarm has them hide under backwoods. A snake signal effects the monkeys to rely on their back legs. A baboon call make them hurrying to brushwood areas.

This system allows vervets to respond to a trouble without seeing what's going on. It reminds when somebody yelling *"fire"* in a theater. You don't need to see bank or dears to start you toward the exit.

Still, similar brief warnings aren't as helpful to survival as words. They don't contain useful information, similar as *"There's one leopard coming from the right and another behind you"*.

The same holds true for other grunts, mutters, hisses, and songs. The information they give doesn't go beyond:

"I'm the main kind of animal,"; "Only after me meal is important," or "I'm a feminine/ masculine type of beast and I busied myself with attracting a partner". Chimps in the wild were scrutinized by Hauser. Actually, he realizes that chimps create peculiar calls at the time, when they've found a food. In spite of that their noise can't unveil if it's pomegranates or bananas.

In the time of proximity with human beings and each other is developing a dolphins effervesce and they search due to reverberation from ticking sounds. But their sound repertuaire can't be described as a language. Identical situation with the jumbos's songs.

Raspberry song is rich in recombinations of separate notes, but the warbles don't lead to the type of recursion involved in language. *"No matter how long and complicated, "*Hauser

specifies, *"the songs contain only one meaning 'I 'm a joker of this species in this home, and I'm calling to entice a partner'"*.

Although their proposition limits recursion to humans, Hauser, Chomsky, and Fitch encourage their associates to look for it in other species. Certain manly bowerbirds bite berries to make a multicolored juice with which they embellish their nests to attract ladies. Some scholars would ingrain similar tool use as recursive. Hauser insists that *"it's cultural but not recursive"*.

It's another illustration of creatures that boast some of the forerunners of language without the precious recursive property that makes mortal discussion and literature possible. Hauser and Fitch demonstrated this strongly in laboratory trials with tamarin monkeys. They wanted to make clear whether the simians have the capability for studying a statistical rule evolving groups of paired consonants and vowels, such sounds as "sa", "me", "hi", "mo", "gu". The rule allows these sounds to be combined in an horizonless variety of expressions because it's grounded on recursion. However, they would pay lower attention to sound dyads that are harmonious with it than to sounds that violate the rule, if the monkeys learned the rule. While the clever tamarins can do lower exacting forms of number and sound demarcation, they fail to learn this statistical rule.

Hauser and Fitch did the same trial with Harvard scholars, and, as you might suspect, the scholars paid further attention to violations of the pairing rule. *"They did this on fluent level even don't know what's the purpose of the rule"*, Hauser specifies.

Other tests reveal that tamarins and mortal babies partake an capability to distinguish between the sounds of two different languages, like Dutch and Japanese. Both species can also determine when one word ends and another begins in a sluice of adult speech. To Hauser, this means that similar perceptual, but not recursive, capacities didn't evolve for the purpose of learning language; they was before speech evolved. The result, Hauser says, *"suggests that the recursive property of language may not have evolved until after 6 million times agone, although sensitive and motor aspects of language expression were existed a long time before"*.

The question is still open, the experimenters admit. To prove their new proposition conclusively requires further trials to be done, especially with mortal babies and other species, including chimpanzees, dolphins, and indeed cravens.

6. Conclusions

So, having considered a large number of theories about the origin of language, we can safely say that this issue will be discussed in the future, because this topic will never exhaust itself. More and more new ideas and hypotheses will be considered by scientists. The mentioned linguistic and biolinguistic theories allow us to understand that scientists find different approaches to solving this problem. Recent studies conducted by the University of Adelaide and some professors at Harvard University are trying to understand why we, humans, have language and can express it verbally, while saying that animals still have something to tell, because they have a lot of original experience, they just are not able to analyze and tell information like we do.

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PRINCIPLES OF FORMATION OF LISTENING SKILLS OF STUDENTS IN HIGHER EDUCATIONAL INSTITUTIONS

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Summary

The article views listening comprehension as a type of speech activity and an important aspect of teaching a foreign language, allowing students to communicate with native speakers successfully. The formation of auditory skills makes significant difficulties for students, since complex psychophysiological processes are involved in the process of perceiving speech, and the listening process itself is accompanied by difficulties associated with both the language form of the message and the various characteristics of the message source and the conditions of its presentation. The author of the article analyzes the features of listening comprehension as a type of speech activity and the aspect of studying, considers difficulties of developing the students' auditory competence and suggests the principles of auditory competence formation based on the specifics of the development of language and speech skills in the natural environment: principles of communication, activity, interaction of the main types of speech activity, accessibility, intensity, visibility, systematic and consistent studies, individualization.

Key words: communication, listening, auditory competence, foreign language, auditory skills, interaction.

1. Introduction

Social, political and economic formations in all spheres of modern society has led to changes in the field of education. From improvement of international relations, knowledge of a foreign language becomes more and more in demand. It has become a basic element of modern educational system and a means of achieving professional fulfillment personality. In this regard, the purpose of teaching a foreign language at university becomes the student's ability to make direct contact with native speaker in various situations of everyday communication. To understand all the peculiarities of the language, it is necessary to be able to listen, as soon as the student begins to understand colloquial speech, it becomes easier for him improve other skills. That is why it is necessary to form basic listening skills, to give students the opportunity to listen to the correct speech, to learn perceive the message in order to be able to respond to it correctly.

Listening plays an important role in the process of communication. Without the formation of auditory competence, it is impossible to successfully master a foreign language and use it in the future. However, in the process of learning a foreign language, listening comprehension causes great difficulties and often becomes a barrier to successful communication in a foreign language.

Therefore, recently there have been many works devoted to this type of speech activity. They describe listening as a type of speech activity, systematize exercises for the formation of the listening comprehension and understand sounding speech, analyze the psychophysiological mechanisms of listening, consider the criteria for selecting educational material, highlights the difficulties of developing a stable listening skill and ways to overcome them.

In this article, we will consider the features of the process of listening comprehension; give the principles of work on the formation of auditory competence in the classroom and the choice of an effective technology for developing listening skills.

2. The meaning of listening comprehension

The term "listening" (from Latin audire – listen, hear), was introduced into the methodology of the American psychologist Don Brown in the 20th century. Listening is the meaningful understanding of audible speech. It is a receptive type of speech activity and, first of all, is aimed at identifying, extracting and processing foreign language information.

Listening, being a reactive type of speech activity, provides the opportunity to communicate in a foreign language, as the listener through feedback channels affects the act of communication, expressing the response with facial expressions, gestures, replicas. In addition, auditory perception can be contact, i.e. be part of the oral interactive communication (situational dialogue communication), and distant, mediated, representing an independent, a form of verbal communication with its own characteristics (for example, listening to radio, TV programs) *(Galskova, 2009)*.

Most people remember only 30% of what they hear, since their acoustic perception and auditory memory is underdeveloped. When teaching a foreign language in school focuses on the visual analyzer, which does not lead to positive results in the development of listening skills. Visual nerve intercepts the initiative of perception. To direct attention students on the semantic content of the text, you need to give visual support non-linguistic information from the text, for example, proper names, numbers.

It should be noted that the concepts of "audition" and "listening" have different meanings. Through audition one perceives acoustic scale, which means only understanding of words speaker, and when listening, sounding speech is perceived, its comprehension and active processing of the obtained information.

By listening, we mean "a specially organized, complex, multi-level activity of a student, which is based on the psychophysiological processes of perception of a sequence of speech signals, synthesizing them into words, decoding and comprehension of the sounding text, provided by the functioning of speech-auditory analyzers and reflection mechanisms" *(Zimnyaya, 2003:124)*.

The difficulty of working on this type of speech activity lies both in the complexity of the psychophysiological mechanisms involved in it, and in the specificity of auditory skills: it takes quite a lot of time to create them and students can lose these skills if they do not work on them. Therefore, teachers of foreign languages face the problem of choosing the effective

technology of working on this type of speech activity, the need to develop and use special methodological techniques and methods for working with audio texts and monitoring their understanding.

3. The process of listening

Auditory skills can be divided into the ability to listen and hear. The ability to listen is based on a developed phonological and intonation hearing, the ability to divide the speech stream into certain units. The ability to hear implies the ability to understand the message heard, to isolate its main semantic milestones, and learn the general and detailed content of the utterance. In addition, speaking of listening as part of communicative activity, methodologists single out "interactional listening" (listening-interaction), which combines understanding of the interlocutor's oral speech and the ability to actively achieve understanding by asking questions, clarifying questions, verbal or non-verbal reactions to failure in perceiving the meaning of the statement interlocutor.

As methodologists and teachers of foreign languages point out, auditory competence, that is, the ability to understand oral speech, develops most successfully and fastest in the process of natural communication with native speakers, which is explained by the following factors.

When in a speech environment, language acquisition, and therefore the development of the ability to hear and understand the speech of native speakers, occurs naturally. Almost all language and speech skills develop simultaneously and are interconnected, and the ability to hear and speak, which is so difficult and long to form when learning a language in a learning environment, develops in the first place, being vital in a new language environment. The basis of assimilation is not individual sounds or words, but speech segments, "communicative fragments" *(Underwood, 1997)*. Comprehensive assimilation of skills and abilities contributes to a more complete and lasting mastery of the language.

An important feature of the process of language acquisition in conditions of natural communication is feedback, which consists of the following: repeated repetition of a speech segment by participants in a communicative act; partial translation into the native language using the instant reflection mechanism; the use in repeated speech segments of synonyms of words that caused difficulties in understanding by the interlocutor studying the language; monitoring the reaction of a communication partner in order to control understanding.

The achievement of speech skills is carried out in a natural way, by trial and error, by reproducing what was heard with corrections made by the interlocutor based on the oral text. As a work on the mistakes made, the normative pronunciation of words and segments of speech by a native speaker and their repetition by the trainee is used.

The undoubted advantage of learning a foreign language in the natural environment is close contact both with its native speakers and with various means of information transmission: television, music, various kinds of written and oral announcements.

However, listening to English speech is accompanied by significant difficulties. This is due to several factors. First, students have insufficiently developed phonemic hearing, and the ability to divide the sounding message into separate words and phrases is also limited. Inner speech is sufficiently expanded and slowed down, and therefore does not allow one to perceive the sounding text at a pace characteristic of native speakers. Students often understand the meaning of what they heard only after mental translation into their native language, which naturally slows down the perception of the audio message.

In addition, insufficiently formed lexical and grammatical skills also hinder the successful understanding of English speech. Taking into account these difficulties in the formation of auditory competence contributes to a more effective mastery of such a complex type of speech activity as listening.

Special attention should be paid to the formation of clear pronunciation skills, since they significantly facilitate the process of listening to foreign speech. This is evidenced by the fact that at the initial stage of training, students often try to articulate the teacher's speech in order to understand it better. In addition, an important aspect of auditory skills is the ability to recognize different types of intonation, utterance rhythm, pauses, and catch logical stress. This contributes to the competent semantic articulation of speech, which facilitates the perception of oral statements. Articulatory hearing, along with phonemic hearing, requires special attention of the teacher and students.

4. Principles of auditory skills

1. The principle of communication. The most effective language and speech skills and abilities are formed in conditions as close as possible to real communication. This applies both to the choice of the subject of texts for listening, and their technical characteristics (speed and clarity of speech, the presence of noise, transport sounds, background noise, etc.), as well as the types of tasks used during the lesson.

2. The principle of activity. Despite the fact that listening refers to the receptive types of speech activity, listening comprehension involves various complex psychophysiological mechanisms and requires great attention from the listener. Successful listening will be only if the recipient is actively involved in the process and the intensity of his mental processes. In addition, it is advisable to offer more tasks that model the cognitive process (for comparison, critical assessment of information, expression of one's own point of view, etc.)

3. The principle of interaction of the main types of speech activity. The language is acquired more successfully if the learning of listening, reading, speaking and writing, the development of phonetic, lexical and grammatical skills are interconnected and simultaneous.

Listening and speaking are closely related, since they are "multidirectional actualization of a single verbal and communicative function of a person" *(Tarnapolskij, 2006:115)*. In the process of both listening and reading as receptive activities, similar mechanisms of information perception and decoding are involved. Listening comprehension can become the basis of writing; especially in educational activities (lecture notes, etc.).

4. The principle of accessibility. The selection of materials for listening and types of tasks should be guided by the ability of students to learn the proposed audio material, taking into account their actual level of language skills. There are certain requirements for listening texts at different stages of language learning. For example, at the initial stage, the speed of presenting audio material should not exceed 150 words per minute, and the amount of unfamiliar vocabulary should be no more than 2%.

5. The principle of intensity. Listening skills are difficult to form and quickly lost, therefore, from the beginning of language learning, at least 40% of the study time should be devoted to them.

6. The principle of visibility. It should be noted that in itself the perception of speech by ear is a method of auditory visualization in teaching a foreign language. In addition, in the formation of auditory skills and abilities, the use of written support, illustrations, and paralinguistic elements of speech contribute to optimizing the perception of information

by ear, the stage of probabilistic forecasting, and, ultimately, a better understanding of the material.

7. The principle of systematic and consistency. Only through regular and consistent work on listening skills will a student be able to perceive English speech successfully.

8. The principle of individualization. The formation of auditory skills is more effective when taking into account both the level of students' knowledge of the English language, and their age and personality characteristics, professional and personal interests, the goals of language learning and motivation.

5. Conclusions

Thus, the effective formation of listening skills is possible only in the case of systematic, purposeful work on them, taking into account the psychophysiological mechanisms of listening to foreign speech, taking into account the activity of students, their general level of language proficiency, needs and interests, within the framework of a communicative approach to teaching a language and along with simultaneous development of all language and speech skills and abilities.

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LE PARADIGME AXIOLOGIQUE
DU PSAUME 119 ET LES MOYENS DE SA VERBALISATION
(BASÉ SUR LE MATÉRIEL DE LA TRADUCTION FRANÇAISE)

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Annotation

L'article analyse le Psaume 119 en tant qu'élément du discours religieux et partie de la "Bible" du point de vue de représentation du paradigme axiologique et de sa verbalisation.

Le recours à la "Bible" est déterminé par un puissant système de valeurs religieuses qui régit la vie des croyants modernes, leur servant de support moral dans la vie, contribuant à la conversion à la foi et ayant ses propres moyens de verbalisation.

Le paradigme axiologique du "Psaume 119", représenré par l'auteur, est un facteur puissant influençant la conscience, car il prouve pleinement sa vision du monde basée sur la foi. L'auteur démontre que Dieu est au centre du monde d'un croyant, que le monde de Dieux est le plus précieux, que le jugement de Dieu est le plus juste et que la foi est la plus nésessaire.

Le psalmiste montre comment, selon lui, l'appel à Dieu devrait être, il confirme les vertus humaines en considérant que les gens qui les ont sont heureux.

Les vertus humaines communes: un comportement décent, l'absence d'injustice et d'autres, sont combinées dans le paradigme axiologique du psalmiste avec celles des croyants, et Dieu, et la foi sont au sommet de celui-ci.

Mots clés: Bible, psaume, texte religieux, paradigme axiologique, valeur, appréciation.

1. Introduction

La "Bible" est une source inépuisable qui a fixé l'histoire du développement humain. L'étude du paradigme axiologique du Psaume 119, considéré comme l'un des textes religieux les plus influents, présente un intérêt particulier pour les linguistes. C'est ce qui détermine la pertinence de cette recherche.

La traduction "La Bible en français, version Louis Segond 21" *(Psaume 119 Louis Segond Bible)* a été prise en analyse.

L'objet de l'étude est le "Psaume 119" du livre "Psautier", qui est l'une des parties de la Bible, à savoir l'Ancien Testament.

Le sujet de l'analyse est le paradigme axiologique du "Psaume 119" et les moyens de sa verbalisation.

Le but de l'examen est d'identifier et de caractériser les éléments du paradigme axiologique du "Psaume 119".

Pour atteindre cet objectif, les tâches suivantes ont été définies et résolues au cours de la recherche :

1. Analiser la littérature scientifique sur les particularités des textes religieux.

2. Découvrir la notion "Le paradigme axiologique".

3. Révéler les valeurs et les appréciations présentes dans le "Psaume 119" en tant qu'éléments du paradigme axiologique, les classer.

4. Identifier les moyens linguistiques de la verbalisation du paradigme axiologique et les caractériser.

La méthode descriptive, les méthodes d'analyse, de synthèse et de généralisation, l'analyse stilistique linguistique du texte, l'analyse de contenu, la méthode d'analyse structurelle ont été utilisées pour la recherche.

2. La "Bible" en tant qu'élément du discours religieux

La "Bible" (grec βιβλία, c'est-à-dire "collection de livres") se compose de deux Testaments (de l'hébreu בְּרִית – accord, contrat, union, testament), qui, à leur tour, contiennent 66 livres (en plus, 11 autres livres non canoniques sont comptés). La "Bible", en particulier, "l'Ancien Testament", est un livre sacré pour deux religions du monde : le christianisme et le judaïsme, et le Coran lui emprunte beaucoup. Elle a une histoire riche et se démarque d'autres livres.

L'une des caractéristiques étonnantes est ce que la "Bible" a été écrite par 37 auteurs pendant une période de 1600 ans ; de plus, ces auteurs étaient des représentants de strates complètement différentes de la population, notamment : un roi, un médecin, un pêcheur, un berger, un juge, un prêtre et d'autres *(Averyntsev, 2003: 267)*. Tous les livres sont très étoitement et harmonieusement combinés les uns avec les autres.

Un texte religieux, en tant qu'élément d'un discours religieux, est spécifique en raison de sa finalité de convertir à la foi et de la fortifier, d'apporter à des croyants un soutien moral dans la vie. Ce soutien moral est représenté par Dieu, ses règles de vie et ses valeurs. C'est la linguistique du texte qui s'intéresse à l'analyse des moyens de verbalisation du paradigme axiologique des textes bibliques.

Le discours est toujours un texte, mais tout texte n'est pas un discours. Golovine B. définit le texte comme "...une réalisation verbale, orale ou écrite, qui constitue l'unité d'un contenu plus ou moins complet et d'une forme qui organise et exprime ce contenu. Il s'agit de l'élément central du schéma, qui peut être imaginé comme une structure à trois éléments : auteur (expéditeur) → texte → lecteur (destinateur). En tant qu'élément intermédiaire d'un acte de communication, le texte révèle sa spécificité dans l'encodage et le décodage. Par rapport au locuteur (expéditeur), le texte est un message codé, car le locuteur code certaines informations. Pour percevoir l'information contenue dans le texte, le lecteur doit la décoder" *(Zahnitko & Monastyretska, 2009 : 28-37)*.

"Le discours religieux est un phénomène communicatif et culturel complexe, dont la base est un système de certaines valeurs, qui se réalise sous la forme de certains genres et s'exprime à travers certains moyens linguistiques.

Il s'agit d'un phénomène mental complexe, qui repose sur la probabilité absolue pour les croyants des textes canoniques, en particulier les textes de la Bible. Cela explique la raison d'une forte influence des textes bibliques sur la conscience des croyants, ainsi que de ceux qui rejoignent la foi chrétienne grâce à eux" *(Bobyreva, 2007 : 3)*.

"Le Psautier" dans son ensemble et les psaumes individuels en tant qu'éléments constitutifs représentent l'une des variété d'échantillons écrits et oraux du discours religieux. "Le Psautier" est un livre liturgique inclus dans le canon de "l'Ancien Testament" de la "Bible". Au début, un psaume (grec : "chant") signifiait un chant de prière sacrée" *(Bobyreva, 2007 : 214).*

3. Le paradigme axiologique dans le Psaume 119

"L'axiologie (du grec ἄξίά – valeur et ...logie) est une théorie des valeurs, une section de la philosophie qui élucide la nature et les variétés des valeurs, les relations entre elles (elle étudie les systèmes ou les ensembles de valeurs interconnectées)" *(Entsyklopediia suchasnoi Ukrainy).*

Par conséquent, le paradigme axiologique est un système de valeurs dans leur hiérarchie. "Les valeurs sont des idées socialement approuvées et partagées par la plupart des gens sur la bonté, la justice, le patriotisme, l'amour romantique, l'amitié, etc. Les valeurs ne font aucun doute, elles sont une norme et un idéal pour tous" *(Kravchenko, 2003 :105).*

Un texte religieux, en tant que composante d'un discours religieux, se caractérise par la présence d'un système de valeurs qu'il implante dans l'esprit des lecteurs.

Le dictionnaire explicatif de la langue ukrainienne définit la valeur comme "Ce qui a un certain coût matériel ou spirituel" *(Tlumachnyi slovnyk ukrainskoi movy).*

Le système de valeurs d'un peuple et d'une nation en particulier comprend un certain nombre de groupes: "les orientations de valeur, les perceptions de valeur, les stéréotypes de valeur, les idéaux de valeur et les perspectives ou retrospectives de valeur" *(Leontyev, 2002 :1).*

Selon Rickert R., dans tous les phénomènes culturels, nous pouvons trouver l'incarnation de toute valeur reconnue par l'homme, pour laquelle de nombreux processus sont créés et fonctionnent *(Rikkert, 1995).*

"Pratiquement toutes les valeurs du discours religieux se réduisent aux valeurs de la foi, telles que, par exemple, la reconnaissance de Dieu, la notion de péché, la vertu, le salut de l'âme, le sens de miracle, l'observance de rituels, etc... La spécifité du discours religieux consiste en ce que si dans d'autres types de communication institutionnelle des valeurs peuvent être cachées, elles sont censées d'être dérivées de concepts et de dispositions de base (comme cela se produit, par exemple, dans les domaines scientifiques, pédagogique, médical et dans un certain nombre d'autres types de discours), alors l'essence de la communication religieuse réside précisément dans l'affirmation ouverte des valeurs" *(Bobyreva, 2007 :135).*

"L'ensemble du système de valeurs existant peut être divisé en groupes (classes). Selon le degré d'abstraction de l'objet d'évaluation, les valeurs concrètes et abstraites sont distinguées. En parlant du discours religieux, on constate que la plupart des valeurs du discours religieux appartiennent précisément à des valeurs abstraites: la valeur de bonté, de foi, de sagesse, d'amour" *(Bobyreva, 2007 : 136).*

La "Bible" fournit des règles de vie, l'évaluation des événements et des situations de la vie, les présentant explicitement ou implicitement.

L'évaluation forme une valeur en montrant la corrélation entre le "bien" et le "mal" du point de vue d'une image religieuse du monde, au centre de laquelle se trouve Dieu.

Le dictionnaire explicatif de la langue ukrainienne donne la définition suivante : "l'appréciation est une opinion, un raisonnement sur la qualité, le caractère, le sens, etc, sur quelqu'un, quelque chose" *(Tlumachnyi slovnyk ukrainskoi movy).*

Chaque genre du discours religieux présente un système de valeurs, qui est verbalisé par des moyens lexicaux et stilistiques spécifiques conformément à la finalité et aux stratégies de communication utilisées.

Puisque le but du discours religieux est de maintenir la foi, de convertir à la foi et de diffuser le système de valeurs de la foi, le paradigme axiologique qui y est mis en œuvre est un puissant facteur extralinguistique influençant la conscience des lecteurs, verbalisé dans un certain genre de discours religieux.

4. Les moyens de verbalisation du paradigme axiologique

Les valeurs du "Psaume 119" sont données en versets par une appréciation positive directe, une approbation et le contraire de ce que font les méchants.

Bien sûr, presque tous les livres, chansons et poèmes louent des vertus telles que : l'honnêteté, la gentillesse, la miséricorde, la générosité, etc. Comme dans tout genre de discours religieux, Dieux et la foi en lui sont au centre des valeurs. Toutes les autres valeurs sont confirmées par ces deux concepts et corrélées avec eux.

Considérons les 22 strophes du "Psaume 119" afin de voir les valeurs qui y sont mises en œuvre.

Heureux ceux qui:

1) "*Heueux ceux dont la conduite est intègre*";

2) "*qui marchent suivant la loi de l'Eternel!*";

3) "*qui gardent ses instructions*";

4) "*qui le cherchent de tout leur cœur*";

5) "*qui ne commettentt aucune injustice*";

6) "*qui marchent dans ses voies!*".

L'auteur respecte et considère comme justes les instructions de Dieu, les ordres de Dieu, les décisions de Dieu, la Parole de Dieu.

Les autres valeurs incluent:

1) le bien: "*Fais du bien à ton serviteur*";

2) les miracles de Ta loi: "*Ouvre mes yeux, pour que je contemple les miracles de Ta loi!*";

3) la Parole de Dieu: "*Ta Parole, Eternel, est pour toujours établie dans le ciel*";

4) fidélité: "*De génération en génération Ta fidélité subsiste*";

5) la loi de Dieu "*Combien j'aime Ta loi!*";

6) la justice, le jugement, la vertu de Dieu: "*Tu es juste, ô Eternel ! Et Tes jugements sont équitables*";

7) la miséricorde, le salut, la promesse deDieu: "*que Ta miséricorde vienne sur moi, Ton salut selon Ta prom(1)esse*";

8) la vérité: "*Ta loi est la vérité*".

Le paradigme axiologique du "Psaume 119", représenté par l'auteur, est un puissant facteur d'influence sur la conscience, car il prouve pleinement sa vision du monde fondée sur la foi. L'auteur démontre que Dieu est au centre du monde de croyant, que la Parole de Dieu est la plus précieuse, que le jugement de Dieu est le plus juste et que la foi est la plus nécessaire. Le psalmiste montre comment, selon lui, l'appel à Dieu devrait être, il confirme les vertus humaines en considérant que les gens qui les ont sont heureux.

Les vertus humaines communes : un comportement décent, l'absence d'injustice, sont combinées dans le paradigme axiologique du psalmiste avec celles des croyants, et Dieu et la foi sont au sommet de celui-ci.

Une telle image du monde est considéré comme fiable à cent pourcents par des croyants, puisque le "Psautier" appartient aux textes religieux canoniques, c'est donc un puissant facteur d'influence sur les chrétiens.

Pour verbaliser les éléments du paradigme axiologique, l'auteur utilise:

1) les noms (*bonté, miracles, Parole de Dieu, fidélité, loi de Dieu, justice, miséricorde, salut, promesse de Dieu, vérité*);

2) les jugements appréciatifs: "*Heureux ceux qui / dont* " + valeur, sans utiliser le verbe "être" typiques de telles constructions;

3) les construction déscriptives du type "*Tu es juste, ô Eternel!" Et Tes jugements sont équitables*".

5. Conclusion

L'auteur a écrit ce psaume tout au long de sa vie, ce avec quoi la plupart des chercheurs sont d'accord. Il a payé cher chaque mot, ils ont été vécus et soufferts par lui. L'auteur partage son expérience, comment Dieu l'a changé, pour laquelle il loue le Seigneur. Il se trompait souvent, mais Dieu le guidait, car le psalmiste désirait sincèrement connaître la volonté de Dieu et mettait son espoir en Dieu : "*Je suis errant comme une brébis perdue: viens à la recherche de ton serviteur, je n'oublie pas tes commandements !*" (176).

Chacun des versets contient une nouvelle pensée distincte. L'auteur ne se contente pas de réfléchir sur le sujet et d'enseigner, cela n'aurait aucun succès, il transmet ses sentiments, ces mots coulent du cœur. C'est une prière personnelle, une conversation franche avec Dieu, pas un enseignement. Il ne convainc pas avec un raisonnement argumenté, mais avec l'ardeur forte de la foi vivante. Le psalmiste est profondément conscient de la valeur pratique de tout ce qu'il dit. C'est ce qui lui donne le courage et le zèle de parler avec tant de sincérité et sans contrainte et grâce à quoi il exerce une puissante influence sur le lecteur / auditeur.

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THE ORIGINS OF MEDICAL TERMINOLOGY

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Summary
The article is dedicated to the description of the origins of medical terminology. A brief historical note on the earliest written sources that have come down to us starting with Egyptian medical treatises written in hieroglyphs on papyrus is given. The contribution to the development of medical terminology of such great scientists and philosophers of antiquity as Alcmaeon of Croton, Homer, Aristotle, Hippocrates and the followers of his school, the Hippocratics, is considered. The Hippocratics were the first to describe diseases based on observation, and the names given by them to many conditions are still used today. The etymology of the terms introduced by these scientists is given in the article. With the Hellenistic era the names of Herophilus, Erisistratatus are associated. The emergence of the Alexandria Medical school predetermined the development of Medicine for many centuries to come. The article also highlights the processes of term formation that took place in Latin from the 2nd century BC, namely, the borrowing of Greek terms with their subsequent latinization. The mutual influence of Greek and Latin in the process of term formation is considered. The names of Lucretius Kara, Hippocrates, Celsus, Rufus of Ephesus are associated with the Roman period in the history of medical terminology. Throughout the subsequent development of medical science, medical terms of Greek-Latin etymology penetrated into the term systems of national languages, assimilating into them and turning into internationalisms.

Key words: medical terminology, origin, etymology, Greek terms, Latin terms, term-formation, international terms.

1. Introduction

Nowadays, in the context of accelerating scientific and technological progress, terminology, being a source of information and a tool for mastering specialties, is obtaining special meaning. There is practically no field of knowledge that could be studied without mastering its terminology.

Medical terminology is a specific layer of vocabulary and due to the peculiarities of structural, semantic, word-formation and stylistic character differs from commonly used words and, thus, occupies a special place in the lexical system of the language. Despite the large number of research works devoted to medical terminology in native and foreign literature (Chernyavskiy M.N., Novodranova D.F., Ivanov V.V., Kobzheva, Kiyak T.R., Shubov Ya.I., Tatarinova L.A., Chernova E.V., Rudinskaya L.V. and others), the linguistic aspect of the study of medical terminological vocabulary still needs in-depth research and continues to attract continues to attract the attention of linguists to the discovery of its new qualities, aspects, characteristics and features as a subsystem of the language.

This article is aimed at highlighting the sources and origin of medical terminology in general, and English ophthalmic terminology in particular. To this end such methods as the

method of etymological analysis, definitional analysis, word-formation analysis and descriptive method have been used.

2. The earliest written sources of medical terminology

Since ancient times, medical science has had its own terminology. It is known that scientific terminology plays an important role in any field of knowledge, as it "displays specific concepts in the system of names used in a particular science" *(Zakalyuzhnij, 1993: 3)*. It is difficult to overestimate its importance for medical science, since it is the term systems that form the basis of the doctor's professional language. The professional medical terminology at the present stage is a product of the co-creation of different civilizations and cultures, multifactorial interlingual contacts, borrowings and transformations that have been in effect for millennia *(Chernyavskij, 1997: 25)*.

One of the characteristic features of medical terminology in general, and English-language medical terminology in particular, is that it has been replenished and continues to be replenished due to the direct or indirect involvement of vocabulary and word-formation means of two classical languages of the ancient world - ancient Greek and Latin. This is evidenced, for example, by the fact that in modern English medical terminology 2/3 of the terms are of Greek and Latin origin *(Chikin,1990: 7)*.

The history of semi-professional and professional healing embraces several millennia. "Their (doctors') activity is the same age as man… It would be unfair to count the history of medicine from its written period" (I.P. Pavlov) *(Cited on Multanovkij, 1967: 31)*. The sources of the language of healing should be sought in the civilizations of the Ancient East. The earliest written sources that have come down to us are 10 Egyptian medical treatises written in hieroglyphs on papyrus. The most valuable of them are two papyri of the 2nd c. BC – The Ebers' Papyrus and The Smith's Papyrus. The Ebers' Papyrus (named after the archaeologist G. Ebers, who found it) called "*The Book of Medicines for All Parts of the Body*" contains 300 prescriptions for treatment of the digestive system, respiratory tract, burns, bleeding, eye, skin and other diseases. The Smith's Papyrus (named after the collector E. Smith) is a part of a vast treatise, the oldest extant surgical text in the history of medicine, on the structure of the human body and surgical treatment.   The anatomical and clinical knowledge of the ancient Egyptians in the field of ophthalmology is also known from medical papyri. They describe a number of eye diseases, such as *lacrimation* ("water in the eye"), *pinguecula* ("fat in the eye"), *hemorrhages, leukoma, strabismus* and among others *"Rainy sky",* which probably meant *trachoma* .

On the territory of Sumer, Babylon and Assyria, archaeologists have found tens of thousands of cuneiform tablets, including medical content. Among them there are those that were used as a kind of educational terminological dictionaries. Thus, a collection of more than 30 tablets dates back to the second half of the 2nd millennium, in which, according to the thematic principle, the names of body parts, organs, as well as the designations of their functions, are selected. Other collections are combinations of tablets according to the symptoms of diseases or according to the names of the affected parts of the body, representing a kind of nomenclature of diseases *(Zabludovkij, 1981: 42)*.

Healing and medical knowledge achieved certain success in Egypt, Sumer, and then in Assyria, and along with them, medical literature also developed. It is the Babylonian-Assyrian and Egyptian cultures that the ancient Greek medicine, which reached the greatest degree of independence in antiquity, is obliged to.

3. Greek origin

The earliest ancient Greek written sources that have come down to us are several fragments of medical texts by Alcmaeon of Croton dating back to the 6th century BC.

There are even more ancient literary (non-medical) texts, the role of which in the development of medical terminology is beyond doubt. These are the epic poems of Homer "Iliad" and "Odyssey". The Homeric epic contains a significant part of the names of almost all the most important parts of the human body and organs. Most of these names are used in one form or another in modern anatomy and clinical disciplines, for example, *blepharon, daktylos, derma, gaster, kardie (kardia), kystis, neuron, pleure, pneumon, rhachis, thorax* etc.

However, in fact, the history of European medicine and medical terminology begins with the "*Hippocratic collection*" *("Corpus Hippocraticum"),* which contains over 100 medical writings attributed to the greatest physician of antiquity, Hippocrates (460–377 BC). This collection includes works not only by Hippocrates and his disciples, but also by doctors representing other areas of medicine of that time. The most famous writings belonging directly to Hippocrates, are "*Aphorisms*", in which the essence of his teaching is briefly stated; theoretical essay *"Prognostikon" ("Prognosticon"),* representing the general properties of diseases; *"Epidemics" ("Epidemiai");* "*On the Nature of Man*" ("*Peri physeos tou anthropou"*) and "*The Oath*" ("*Horos"*; Latin "*Jus-jurandum*"), known in history as the "*Hippocratic Oath*".

The views of Hippocrates and the scientists of his school, hippocratics, about the eye and eye diseases are not presented systematically, but are scattered in various works. Hippocrates believed that outflows (rheumata) occur from the head into the eye, which is the cause of visual impairment. A significant place is given to *"ophthalmia",* which refers to various kinds of inflammation of the mucous membrane. Hippocratics distinguished between simple, granular and purulent inflammation, corresponding in modern ophthalmology to the concepts of *conjunctivitis, trachoma* and *blennorrhea*. Eye diseases were associated with climate and temperaments, in accordance with the teachings of Hippocrates.

In total, 20 eye diseases are mentioned in the works of hippocratics, among them: *blepharitis, glaucoma, cataract, amblyopia, amaurosis, strabismus, nystagmus.*

There is relatively little special medical vocabulary corresponding to the modern concept of the term in the "Hippocratic Collection".

The main linguistic value of the collection in this aspect is not so much the anatomical vocabulary, but that which relates to the field of physiology, pathology, symptoms and nosology (from the Greek. *nosos* – "disease", + *logos* – "teaching" – the doctrine of diseases and their classification). Modern English medical terminology has inherited many concepts from the writings of Hippocrates, such as *apophysis, bronchus, carcinoma, cholera, coma, emphysema, epidemic, kyphosis, nephritis, paresis, peritoneum, polyp (polypus), typhus, ureter* and others [1, 34]. The "Hippocratic Collection" was the basis for the subsequent development of medical terminology.

A significant contribution to the biomedical vocabulary was made by the Greek philosopher and scientist Aristotle (384–322 BC). From his writings, such names as *aorta, glaucoma, diaphragm, leucoma, trachea, pancreas, phalanx (phalange)* and others have entered the scientific language. Aristotle clarified the special meanings of a number of words already existing in the medical lexicon, for example, he narrowed the content of the word *mēninx, mēningos (sheath)* to the meaning of "*meninges*".

With the beginning of the Hellenistic era (late 4th – 1st century BC), the center of ancient Greek science and medicine moved to Alexandria, the capital of one of the Hellenistic

monarchies. It was there that the Alexandria Medical School, known all over the world, was established, having predetermined the development of medicine for many centuries to come. It was especially famous for the works by two outstanding doctors – Herophilus and Erazistratus, who left a noticeable mark in medicine, namely in anatomical terminology. If in the previous era the medical vocabulary was enriched mainly by borrowing the words of the spoken language, the Alexandrians introduced neologisms – artificial, specially created names. So, for example, Herophilus (approximately 300–250 BC) owns the authorship of such terms as the *prostate* (in modern English terminology – *prostate*), *diastole (diastole), systole (systole),* etc. the term *dodekadaktylon* (*duodenum*; from *dodeka* – which means "t*welve*" and *daktylos* – "*finger"*) goes back. Herophilus first drew attention to the existence of lymph nodes, mistaking them for glands and calling them *āden* (*glands*). This name (in Latin translation – *glandula*) lasted until the middle of the twentieth century, when it was replaced by the term *nodus lymphaticus* or *lymphonodus*, however, the root "gland" was preserved in English terminology and is used along with the term node (compare: *lymph gland, lymphatic gland, lymph node*). The misconception of Herophilus still makes itself felt: the term *aden-* is part of such terms as *adenopathy* (*adenopathy*) – a malignant tumor that develops from *lymphoid tissue; lymphadenitis (lymphadenitis)* – inflammation of the lymph node, etc.

Erazistratus (died in 250 BC) is the author of such neologisms as *parenchyma* (English *parenchyma*), *bulimia*, ("bull hunger"); *anastomosis (anastomosis*), preserved to this day, but somewhat changed their meaning. Modern medicine is indebted to Erazistrat for such terms as *neura aisthētika* and *neura kinetica* (sensory and motor nerves), *triglōchines hymens* (*tricuspid valve*; from *tri* – "three", + *glōchis, glōchinos* – "point, scar"), better known in Latin translation as *valvula tricuspidalis* (from *tri* – "three", + *cuspis, cuspidis* – "point, scar").

The Alexandrians did a lot to streamline and normalize the language of medicine. It was with their participation that it acquired the features of rigor and precision. Their authority was often appealed to by scientists and physicians of later eras.

Until the crisis of the ancient world, the Greek language actually performed the function of the international language of medicine, served as a means of professional mutual understanding for doctors of different ethnic groups *(Encyklopedicheskij slovar medicinskikh terminov, 1982: 411).* During this period, the Latin language did not have any influence on the development of biomedical vocabulary, even despite the establishment of Roman domination over Greece (146 BC) and the Hellenistic countries. Throughout its history, the Latin language was strongly influenced by Greek.

4. Latin origin

From the 2nd century BC. Rome begins to master the vocabulary of Greek science, philosophy and medicine, partially borrowing along with new concepts and terms denoting them, latinizing them. Along with this, another process was developing more actively – the formation of Latin terms. The main method of using Greek scientific and philosophical terminology among the Romans was tracing, both word-buiding – the formation of a new Latin word according to the Greek model, and semantic – imparting the Latin word special meanings that the Greek word had acquired *(Tronskij, 2014: 85).*

Some idea of the Latin special vocabulary, in particular anatomical, can be drawn from the poem of the poet-philosopher Lucretius Cara (approx. 99–55 BC) "On the nature of things" ("De rerum natura"). Describing the structure of the human body, Lucretius used both the words of the literary Latin language and latinized borrowings from Greek. Some of

the names used in the poem are used in modern International Anatomical Nomenclature, for example: *membra (limbs), palatum (palate),* borrowed *brachium (shoulder).* Like the Greek anatomists, who designated both arteries and veins with the word *phleps, phlebos* in the general meaning of "vein", Lucretius used the equivalent Latin word *vena*, and for nerves, tendons and ligaments – the word *nervus*, from the Greek *neuron* – vein, applied to the same goals as early as Hippocrates and Herophilus *(Chikin, 1990: 157).*

The only surviving fully medical work of the ancient Romans, which contains references to the authority of Greek doctors, namely Hippocrates, Herophilus and Erasistratus, is the treatise "*De medicina*" ("*On Medicine*"). This work, which is a part of an extensive encyclopedic work that has not come down to us, was written in Latin by Aulus Cornelius Celsus in the 1-st century AD. The composition, which was considered irretrievably lost, was accidentally discovered in 1443, fifteen centuries after its creation, and from that time it became available for European medicine.

In his work, for the first time in Europe, Celsus outlined the doctrine of cataracts as an effusion in the pupillary region, which, as it thickens, causes visual impairment, and described its operation.

The special vocabulary used by Celsus, often with a refined, and sometimes with a modified meaning of words, almost completely entered the dictionary of professional medicine, becoming part of the international anatomical nomenclatures of the late 19th – mid-20th centuries. For example: *abdomen* (in modern English terminology – *abdomen*) – the abdominal cavity, *stomach*; *articulus* (articulation) – joint; *cartilago* – cartilage; *cervix* – neck; *cubitus* (cubit) – ulna; *digitus* – finger; *index* – index finger; *intestinum* – intestines; *medulla* – brain (in Celsus – bone marrow); *oculus* – eye; *pulmo* – light; *ren* – kidney; *tonsilla* -tonsil; *vertebra* – vertebra, etc .

To a lesser extent, the existing medical terminology includes Latin names of diseases and their symptoms, for example: *acutus morbus* (acute morbus) – an acute disease; *cancer*; *delirium* – disorder of consciousness; *febris* (febricity) – fever, *fractura* – fracture; *papula* – papule; *remissio* – remission; *tumor* – swelling; *tussis* – cough; *varix* – expansion, swelling of the veins; *verruca* – wart.

Since in the era of Celsus Latin medical terms were still in their infancy, he often used the same word to express different concepts: *vulnus* – 1) wound; 2) ulcer; *cancer* – 1) cancers; 2) necrosis; *Ignis sacer* – 1) herpes zoster; 2) acute inflammatory disease such as gastritis *(Cels, 1959: 6).*

I.Ya. Geiberg, noting the merits of Celsus in presenting the achievements of surgery of the Alexandrian period, characterized the entire work as follows: "Medicine gave in 1-st century AD gratifyingly striking work – a small reference book by Cornellius Celsus – the best that the Romans contributed to all scientific literature" *(Cels, 1959: 8).*

Some contribution to the expansion of medical vocabulary was made by the Roman writer Pliny the Elder (23 – 79 AD) with his essay "*Naturalis historia*" ("Natural History"). So, he introduced the word *tinea* (worm) as the name of some skin diseases, and also latinized some Greek terms, for example, the term *paracentesis* (from Greek *parakentēsis*) that has survived to this day *(Shulc, 2012: 10).*

Since Greek and Latin were territorially and historically interacting languages, the missing designations were borrowed by Latin from Greek and easily assimilated into it. At the same time, a number of Greekisms retained their form completely, being transcribed using the Latin alphabet, taking into account the peculiarities of Greek letters. So, the sounds indicated by the Greek letters χ (chi), φ (phi) and υ (theta) were transmitted by the Romans respectively

by the digraphs ch, ph, th: χοριου – chorion, φλεγμαυια – phlegmasia, υωραξ – thorax. The combination of Greek letters σχ (sigma, chi) was transmitted as sch, for example: σχήμα – schema. The initial sound, denoted by the Greek letter ρ (ro), was transmitted in Latin by the digraph rh, for example, ριυτις – rhinitis, and received an additional ρ as a part of derivative words, for example: αιμορραγια – haemorrhagia. The Greek diphthong αι was transmitted by the Latin ae; Greek οι – Latin oe; ει with letter i or digraph ei; αυ – au; eu – ευ. So, for example, the terms *gangraena, therapia, aura, pneumonia*, etc. were transferred from Greek to Latin... The Greek letter κ was usually transcribed with the letter c, which was read in classical Latin as [k]. However, over time, a double reading of the letter c arose: as [k] – before a, o, u, before consonants and at the end of a word, as [ts] – before e, i, y, ae, oe. In words of Greek origin that have undergone romanization or other transcription in Western European languages, the Greek letter κ was read in two ways. Thus, from the Greek κεφαλή (head) not only the terms *cephalography* (English *cephalography*), *cephalhematoma* (English *cephal (o) hematoma*) were produced, but also *cephalometry, cephalocem* etc.

Sometimes latinization affected word forms: instead of Greek endings -ος, – ου, Latin -us, -um were used, for example: πιλωρυς – pylorus, βραχιωυ – brachium. Among the latinized Greek words that have survived to this day, one can find the following: *bronchus* – in its original meaning – a breathing tube; *carpus* – wrist; *hepar* – liver; *larynx* – larynx; *necrosis* – necrosis; *pancreas* – pancreas; *paralysis* – -paralysis; *pharynx* – pharynx; *propolis* – bee glue; *thorax* – chest *(Chernyavskij, 1997: 262).*

Borrowings took root rather quickly, since most of the medical practitioners in Rome were Greeks.

Of these, Rufus of Ephesus (1st – 2nd century AD) showed great interest in the issues of medical terminology. He wrote a small manual "On naming parts of the human body" for students of anatomy. Ruf coined the term *diploe* to refer to the spongy core of the bone. Another Greek physician Areteus of Cappadocia (1-st or 2-nd century AD) is credited with introducing the term *diabetes* into the medical lexicon. The names of *eczema* (English *eczema*) and *trachoma* (English *trachoma*) were first found in the writings of Dioscorides of Cilicia (1-st century AD).

The creative heritage of the Greek physician, anatomist, pharmacologist, philosopher Claudius Galen had a huge impact on the subsequent development of ancient and post-antique medicine. He compiled a dictionary and commentaries on the writings of Hippocrates, introduced many new Greek terms, clarified the meaning of old ones, and revived Hippocratic terms that were almost forgotten or obscure to his contemporaries. Galen is the author of such new terms for his time as *thalamus* – lat. *thalamus* (optic tubercle of the brain), *peristalticē kinesis* – peristalsis, etc. *(Encyclopedicheskij slovar medicinskikh terminov, 1982:31)*. At the initial stage, Galen's approach contained the main requirements that later began to be made to scientific terms, namely, the accuracy and unambiguity of interpretation.

5. Conclusions

In the countries of the European and American regions, Greek and Latin have traditionally been recognized as the main sources of replenishment of biomedical and the vast majority of new designations introduced into the language of medicine for the first time were words of Greek or Latin origin. Along with the names that were borrowed from the dictionaries of classical languages in finished form, neoclassicisms (neo-Greekisms and neo-Latinisms) began to appear in large numbers, artificially created by scientists from different countries on the basis of the lexical and derivational material of classical languages. The specific linguistic design of

neoclassicisms took place in different ways: they were formalized in Latin or received the form of one or another national language. Thanks to the Greek-Latin etymology, such terms easily penetrated into the terminology of various national languages and, modified in accordance with their phonetic and morphological systems, turned into international names – internationalisms.

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PRACTICAL WORKS IN PRIMARY SCHOOL PHYSICS COURSE

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Summary

Practical works with detailed instructions meet the requirements of the activity approach and provide an opportunity for self-study in the conditions of mixed education. The value of practical work in physics lessons is that they contribute to the connection between theory and practice, form research skills, teach how to process measurement results and analyze experiments, thus contributing to all components of subject competence in physics. The article presents the structure of practical work, drawing attention to the need to use modern digital applications and computer programs for studying physics. Since the main task of this type of educational work is the formation of skills and abilities, their components should be various exercises: preparatory, trial, model, training, creative, practical, graphic, oral, written, graphic, etc. Practical work as a means of learning, can be used in lessons of various types and provide learning based on the student's requests: from simple to creative. They will differ in the detail of the instructions and the level of teacher consultation.

Key words: activity approach, competence, research study, self-study, instruction.

1. Introduction

Modern education should move from the mechanical transfer of knowledge from the teacher to the pupil to solving problem-searching questions, solving prognostic problems, through which the formation of a competent personality will take place. Taking into account the structure of competence, which includes knowledge, activity and personal components, the search for those forms of work in the lesson that would stimulate the individual activity of the pupil and contribute to his development becomes of great importance.

According to the physics program – «The learning process is a two-way process that is based on the activities of both the teacher and the student. The main task of the teacher is to organize and manage the educational and cognitive activities of pupils, as well as teaching, which directs the teacher's work to find tasks that contribute to the development of his personality» *(Liashenko and other, 2017)*. Practicing teachers and scientists all over the world are engaged in the search for such activities. In particular, many studies are devoted to problem-based, research-based learning with elements of interactive technologies. Accordingly, the chosen topic of research, which involves the study of practical works as a didactic unit and a means of forming subject physical competence, is relevant.

2. An active approach to teaching physics at school

The task of the school in today's high-tech world is to form a competent person who knows how to apply acquired competences, self-study and adapt to the changing conditions of the modern world. Therefore, modern education should move from the mechanical transfer of knowledge from the teacher to the student to solving problem-searching questions, solving prognostic problems. Important importance should be given to stimulating the individual activity of pupils.

According to the requirements of the State standard of basic and comprehensive general secondary education, one of the ways to implement the activity component of the content of education during physics education is the involvement of pupils in experimental activities, in particular through the performance of frontal experiments, laboratory works and short-term experiments, physical practicum, educational projects, extracurricular experiments and observations. The physical experiment, with its purpose and content, ensures the comprehensive achievement of the educational, educational and developmental goal of education, and the peculiarities of its organization and conduct are a holistic approach to the formation of a comprehensively developed personality and its stable outlook. The school physical experiment is characterized by an active approach, cooperation, practical activity, a conscious approach, justified mechanisms for the development of logical thinking, establishing cause-and-effect relationships, clarity of learning and education *(Pro deiaki pytannia derzhavnykh standartiv povnoi zahalnoi serednoi osvity, 2020)*. Since modern education should create conditions for the development of the pupil's creative personality, it is important to teach children to work independently, at their own pace, following their own requests and interests. Learning can be successful if pupils are active in the learning process. At the same time, the learning process is a two-way process based on the activities of both the teacher and the student. The main task of the teacher is to organize and manage the educational and cognitive activities of pupils, as well as teaching. And the main task of the pupil is learning. The activity approach is based on the idea of individual active activity of the pupil, which directs the teacher's work to search for tasks that contribute to the development of his personality.

We agree with the opinion of psychologists that «activity is a specific form of the socio-historical existence of people, which consists in their purposeful transformation of natural and social reality» *(Davydov, 1996)*. They defined the structure of activity – goal, task – means solution of the problem – transformation process – result.

Researchers of educational technologies say that «learning as research assumes that a feature of the student's educational and research activity is his subjective discovery of new knowledge based on the individual actualization of previously acquired knowledge and skills, their introduction into the personal cognitive space» *(Chaikovska, 2015)*.

The implementation of an activity approach through the technology of learning as research is interesting for pupils. Research elements can be present at different stages of the lesson and during different types of lessons. The activity and independence of pupils increases if they are taught not only to hear, but also to understand the material, record it in the form of a plan, theses or synopsis, highlight the main points in the educational material, or focus on finding answers to questions. The greatest cognitive independence and activity of pupils is manifested when they independently formulate problems, define hypotheses, plan and organize the search for ways to solve educational problems, look for ways to solve and verify them, analyze the obtained results and draw conclusions.

In order for the learner to be able to refresh his knowledge and understand the information received, he must be taught to receive it on his own. Therefore, among the learning outcomes is «...learning to analyze the text of the textbook, to highlight the meaning of concepts, quantities, the formation of laws, the description of physical phenomena and their essential aspects, to divide the text into logical meaningful parts, to make a plan of what has been read» *(Fizyka: metodychni rekomendatsii MON, 2017)*. Working with literature, the pupil must: analyze; to systematize what has been read; highlight the main thing; compare. And these are also elements of research activity. In our opinion, such skills are developed while filling in tables or compiling them. Such tasks give the work with the textbook a purposeful character, encourage students to look for answers to the questions, which contributes to the careful study of the text.

3. Formation of research abilities and skills by means of physics

Research skills are formed during laboratory work and solving experimental problems. Laboratory work contributes to the formation of skills in working with devices, processing and analyzing results.

One of the key concepts for physics teaching methodology is the concept of educational activity. Educational activity can be presented in the form of two different, but interrelated activities: subject and learning activity *(Chi, Feltovich, & Glaser, 1981)*. The essence of the educational activity is that its result is the change of the pupil himself, the content of the educational activity consists in mastering generalized methods of action. Educational activity is characterized by: subjectivity; activity; objectivity; motivation; purposefulness; awareness; structure; meaningfulness.

The components of the external structure of educational activities include:
– educational motivation;
– learning goal;
– educational problem – a task proposed in the form of an educational task accepted by the student;
– solving an educational task based on educational actions and operations: substantive and auxiliary;
– control (control actions) that turn into self-control;
– evaluation (external evaluation actions), which pass into the evaluation itself *(Hrudynin, 2015)*.

The implementation of these actions during the education of students leads to the achievement of both educational and developmental goals.

In psychology, according to the theory of the activity approach, activity is determined by a motive. The motives of the activity are different, but the motive of the educational activity should be knowledge and it should be a conscious choice of the pupil of education. A statement was put forward and proved experimentally; only if the student consciously sets cognitive goals for himself, then he is formed as a comprehensively developed and socially mature personality *(Posner, Strike, Hewson, Gertzog, 1982)*. The psychologist introduced the concept of «purposeful educational activity», established its main features and structure. The theory of goal-directed activity requires that during the formation of mental actions, students are aimed at mastering «schemes of things», that is, general ways of acting. The basis of the organization of education should be the rule that students, on the basis of the principles and general schemes given to them, develop a system of guidelines for mastering actions. In order for students to be able to distinguish general methods, schemes of actions, they must consciously master

knowledge, therefore, the study of any question in physics must begin with an explanation of why it is specifically needed by the student, thus, it is of particular importance in the theory of educational activity motivation. Pupils work during physical experiments is carried out with the help of special educational tasks: conducting; research; analysis; independent study; modeling *(Waters, Schneider, 2010)*. Solving these problems is theoretical in nature and helps to gain experience in scientific thinking. The purpose of the pedagogical activity of a physics teacher within the scope of this study can be defined as the formation of cognitive, activity and evaluation components of the content of education during the organization and conduct of an educational physical experiment. We choose experimental skills of students as the object of pedagogical activity. And the teacher and the student body are the subject of pedagogical activity. As means and technologies of pedagogical activity, we choose physical devices, digital physical laboratories, mobile technologies, and distance learning technologies. The formation of experimental skills of the pupil of education will be considered the result of pedagogical activity.

Therefore, it is in the process of educational activity, which can be different in its structure, that the transformation of the personality, the formation of the educational and cognitive components of its competence is carried out. Completing educational tasks requires additional knowledge, theoretical information from the textbook, from the teacher, which will be perceived more consciously and valuable, because they help to cope with the task, and the observed results of the work will be their own discovery, which is more understandable than the "general" knowledge presented in the textbook.

4. Methods of studying physics through practical work

When studying physics, one of the important types of educational activity is physical experiments. The material base of physical classrooms cannot always ensure the performance of all laboratory work or experimental work, and modern corrections are associated with the mass introduction of distance learning elements into the educational process. This forces the teacher to look for alternative methods of conducting experiments. In such experiments, you can use materials and useful things that are available at home with the use of safety rules. But not all experiments can be conducted using this method. Therefore, teachers are increasingly turning their attention to the use of experiment simulation laboratories, which make it possible to show complex experiments with safety rules.

In order to implement the competency-based approach in teaching physics and develop the key competencies of pupils, it is necessary to consider practically oriented tasks. Tasks, the individual components of which are directly related to reality, consolidate the knowledge and skills acquired in the learning process. In order to prepare students for research work, to form their practical and skills with the help of virtual laboratories, the teacher needs to change the approach to conducting classical laboratory work. In the modern realities of Ukrainian education, it is not always possible to control the student of education. Increasingly, teachers are forced to provide instructions or video materials with the help of which the learner gets the opportunity to complete the tasks set before him independently, without the support of a teacher. That is why it is necessary to make a transition from an informational and explanatory approach in education to a practical (active) one, aimed at forming the ability to learn in students of education. A great help in the implementation of such an approach in physics lessons is provided by practical work. It is this type of work that provides effective practical learning of the material. The step-by-step execution of tasks and then their consolidation with similar

exercises allow to teach the pupil to independence, the ability to formulate conclusions using the acquired knowledge.

The value of practical works lies in the fact that they contribute to the connection of theory with practice, form the skills of research activity, teach how to process the results of measurements and make an analysis of the experiment *(Merzlykin, 2015)*.

Properly organized practical work has an important educational and practical value (implements the didactic principle of linking theory with practice) and is aimed at solving the following tasks *(Chaikovska, 2015)*.

– deepening, consolidation and concretization of knowledge obtained at lectures and in the process of independent work;

– formation of practical abilities and skills necessary for future professional activity;

– development of the ability to observe and explain the studied phenomena;

– development of independence, etc.

Carrying out practical work requires creative initiative, independence in decision-making, deep knowledge and understanding of the educational material from the learner, provides opportunities to become a «discoverer of truth», has a positive effect on the development of cognitive interests and abilities. The combination of theory and practice, which takes place in specially equipped equipment or with the use of virtual laboratories, the content and appearance of which should activate the cognitive activity of the student of education, gives a concrete character to what is learned in lessons and during independent work, contributes to detailed and deeper assimilation of educational information.

For practical work, a course of work is drawn up, which the student of education should familiarize himself with individually. The teacher monitors the performance of the work and, if necessary, gives advice. Such work ends with a written report of each pupil.

Practical works have an important educational and cognitive value, contribute to the formation of skills and abilities necessary for future life and self-education. Carrying out such works helps to concretize knowledge, develops the ability to observe and explain the phenomena being studied.

5. Structure and components of practical work

Practical class (lat. praktikos – active) – is a form of educational class, during which a scientific and pedagogical worker organizes for pupils the analysis of individual theoretical provisions of the academic discipline and forms the skills and abilities of their practical application, through the individual performance of appropriately formulated tasks.

The main tasks of practical classes *(Turkot, 2018):*

– deepening and clarification of knowledge acquired in lessons and in the process of independent work;

– formation of intellectual skills and abilities of planning, analysis and generalization, mastering skills of organization of professional activity;

– accumulation of primary experience in production organization, working with equipment and managing it;

– mastery of initial leadership, management and self-management skills.

In the process of conducting practical classes, various teaching methods are used. Since the main task of this type of educational work is the formation of skills and abilities, the main ones should be various exercises (preparatory, trial, modeled, training, creative, practical, graphic, oral, written, professional, technical, etc.).

In today's digital world, we believe that a significant amount should be occupied by practical work using a computer. This is due to the fact that physics does not exist without computer programs in further education and employment. It is necessary to acquire practical skills in modern physics, to be able to use the material explained by the teacher in a modern way.

Practical classes must meet the following requirements:

– understanding on the part of those seeking education of the need to possess basic theoretical knowledge;

– awareness of the need to develop competence-oriented skills and abilities;

– provision of optimal conditions for the formation of skills and abilities (sanitary and hygienic, didactic, educational);

– training of education seekers in rational methods of mastering skills and abilities;

– ensuring the independent activity of each student of education;

– observance of systematicity and logical sequence in the formation of skills and abilities of education seekers;

– development of tasks for practical classes with a clear competence focus;

– wide inclusion in the system of practical classes of creative tasks;

– systematic control over the performance of practical tasks;

– constant encouragement of the practical educational activities of world seekers.

Structure of practical work:

1. short theoretical material;

2. description of the practical task;

a) step-by-step actions for performing an experiment or observing a phenomenon;

b) a description of the results to be obtained during the execution of the actions;

c) fixing the experiment, repeating it, but with other input data or properties;

3. analysis of the obtained results;

4. conclusions, answers to additional questions.

6. Conclusions

The main emphasis of the conducted research was focused on the development of independent learning of knowledge, which can be organized through such a means of learning as practical work. The use of practical works in the conditions of mixed learning strengthens the ability to self-study and forms metasubject experimental skills. Practical work with step-by-step instructions, theoretical material, problematic questions allows you to thoroughly learn the educational material, using the main advantages of the activity approach.

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QUALITY MANAGEMENT TECHNOLOGY FOR THE TRAINING OF BACHELORS IN PHYSICAL EDUCATION IN THE CONDITIONS OF THE EDUCATIONAL ENVIRONMENT OF THE UNIVERSITY (ON THE EXAMPLE OF THE PRC)

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Summary

The article describes the effectiveness of the functioning of the field of physical education and sports, which largely depend on the use of modern management technologies. All activities carried out in the field of physical education are management activities, both in form and content. Graduates of higher educational institutions of physical education and sports must master the basics of management science, the ability to apply theoretical knowledge in practice, which is a necessary condition for the effective operation of organizations in the field, the training of high-class athletes, increasing the level of physical activity and strengthening the health of the population. The purpose of the study "Management of the field of physical education and sports" is to provide future specialists with theoretical knowledge about the system of physical education movement management and to form practical management skills. Due to unsatisfactory socio-economic living conditions, this is also influenced by a decrease in the population's motivation for physical culture and sports activity. In addition, in institutions of general secondary education, imperfect material and technical and personnel support is noted.

Key words: physical education, educational situation, managerial activity.

1. Introduction

In recent years, the gradual deterioration of the health of the young generation, the increase in the number of patients with cardiovascular, viral, infectious, including chronic diseases has been noted in scientific research. The rapidly growing level of urbanization, the improvement of scientific and technical progress, the development of Internet technologies provoke chronic "motor starvation" of the population.

A person needs restoration of psychophysiological capacity, strengthening of emotional and volitional stability, therefore systematic work on improving the functional state and physical fitness of one's own body should be included in his lifestyle *(Guo, 2012)*.

2. Motivational priorities

Studentship is the final stage of progressive age development, it is important during this period to effectively organize work aimed at forming the motivation of young people to preserve and strengthen their own health, physical exercises.

Today, many researchers are actively engaged in the problem of forming the motivation of student youth to engage in physical culture, sports and a healthy lifestyle. It was found

that physical culture and sports activities do not arouse special interest among students recently. Modern gadgets and social networks "draw students into the virtual world", thereby immobilizing their bodies and spoiling their vision.

For students, the main motivational priorities of physical education classes in a higher education institution (UVO) are: a credit in this discipline, striving for physical perfection, establishing a sports result, satisfying any moral needs, etc. Unfortunately, there is a tendency to weaken and decrease motivation from course to course. In our opinion, the reason lies in the increase in the social roles of adult life in student age, the connection with physical culture as an element that optimizes life processes is lost *(Franz, 2008).*

The decline in attendance in the 3rd year is largely explained by the fact that the desire of student youth for financial independence forces them to work, neglecting physical education *(Guo, 2012).*

In order to increase the level of motivation of the young generation to engage in physical culture and sports, modern researchers propose a set of measures aimed at changing the orientation of the individual, at increasing value orientations, at identifying students' preferences for certain types of physical education and sports activities with the use of traditional and innovative learning technologies and upbringing *(Guo, 2012).*

In today's socio-cultural situation, one of the strategic vectors for the development of physical culture and sports in the educational process of students is the use of game technologies. In pedagogical activity (previously targeted formation of knowledge and skills) during the use of game technologies, attention is focused on the personality of the future specialist and activity on the design and organization of personal educational processes. The knowledge and skills possessed by the student are transformed from the end of learning into a means of his professional development and self-improvement *(Miao, 2006).*

3. Methods and researches

Researchers note that sports games, due to their emotionality, gaming excitement, and excitement, are an effective tool for human functions, for improving individual physical qualities and the functional state of a student's body. Lessons in sports games rise seek general motor activity and have a favorable effect on the course of mental processes, unite the student body, promote involvement in regular physical education and sports.

The purpose of the research is to identify the effectiveness of the use of game sports in physical education classes of students.

The main methods in this study were: analysis of scientific and methodical literature; questionnaire, pedagogical observation, individual interviews; determination of the volume of motor activity based on crocometry; statistical processing of research results.

Many years of experience in conducting classes, as well as observing students, allowed us to discover that in sports and movement games, participants trace and "live" the specific meaning of game situations, acquire the ability to make decisions in a particular game situation based on their own stereotypes of thinking, acquire skills of collective thinking activity.

The game-based learning method based on sports contributes to the personal involvement of students (players) in the situation played out, with a vivid emotional background.

An experimental study of students' motivation for physical education taking into account sports games was carried out taking into account the Chinese State University (as a questionnaire, conversations, observations). Respondents were students of the 1st-3rd years of the Faculty of History aged 17–22 (64 people). The research was conducted in September-October 2020.

As a result of the survey, it was established that the most attractive for students (87.5% of respondents) is playing volleyball, table tennis and football.

Students would least like to play basketball (7.8%). 67.2% improved their mood during the game; almost no change in the mood of 23.4% of respondents, 9.4% of young people emphasized their reluctance to play for various reasons.

In addition, according to the results of the survey, it was found that 90% of the students felt better after the classes, and 17.2% of the respondents (11 people) expressed a desire to attend additional classes in order to improve their gaming skills. on the results of pedometry conducted based on the use of a smartphone application, it was determined that 89.1% of students increased the volume of motor activity.

It is important to note that the professional teacher has a leading role in increasing the motivation of student youth to the educational process in the discipline "Physical Culture", providing a new look to general physical education. Thus, a teacher who specializes in sports games, by his own example and experience, can attract a student to master the skills of a particular game.

Most often, the teacher's authority for students consists of his status as an athlete. In our case, the class was conducted by a teacher who, before teaching, was a professional player of one of the teams. The analysis of observations and conversations showed that the majority of students (83%) believe that the authority of the teacher, his personal and coaching qualities contribute to the strengthening of motivation for physical education classes (especially through game sports).

Due to the regular use of sports games, students' attendance at practical physical education classes increased by 21.9%.

Many young people became interested in the peculiarities of technical and tactical actions in sports games from teachers, as well as through Internet resources. As a result, most students began to feel more confident on the sports field, increased rivalry and a sense of collective responsibility for the outcome of the game.

The introduction of health systems into the educational and training process of students of the Faculty of Physical Education involves in-depth work on the study of sets of exercises and their use during training.

It was taken into account that the high level of technical implementation of the exercises of health-improving systems will improve the elasticity of the muscles, affect the physical fitness of students, and improve the technique of performing exercises in the AH. It was also taken into account that there are increased requirements for certain exercises in hypertension, where it is necessary to have good flexibility, which is combined with strength when performing exercises.

It was noted that the use of Pilates, yoga, and stretching exercises improves physical fitness, execution of technical techniques, as well as reduction of injuries and strengthening of the ligamentous-muscular apparatus of student-athletes.

Thus, the pedagogical research involved the following tasks: form CG and EG (n = 18) of students engaged in AG; to implement the developed program in EG; to submit an analysis of the results of the research work.

4. Stages of the investigation

The preparatory stage involved substantiating the scientific research apparatus. The research program was developed taking into account the introduction into the educational and training process of sets of exercises based on the indicated health systems.

The organizational stage involved the preparation of the material base and methodical support of the research; identification and training of performers, participants. Athletes were tested to determine the level of development of motor skills.

The practical stage consisted in the implementation of the research program, according to which the EG organized training process through the implementation of the program (8 weeks) using exercises of health systems. The sportsmen of the CM practiced according to the traditional program.

The summarizing stage provided for the clarification of the effectiveness of the use of health system exercises during the educational and training process by comparing the results of EG and CG athletes before and after the experiment using mathematical methods.

When choosing a diagnostic technique, we took into account the physical fitness of athletes, the effectiveness of tests that determine the level of physical fitness. An evaluation of the assimilation of exercises included in health systems was carried out.

The diagnosis was carried out according to the generalized data of the criteria and tests: balance – the Flamingo test; flexibility – test "Bending of the body forward from a sitting position"; strength abilities (muscle strength of the upper part of the body) – the test "Bending and extending the arms in a lying position"; speed strength (leg muscle strength) – "Jump up from a place" test; coordination – test "Shuttle run 4x10 m".

The results of the comparison of the initial and final indicators of EG and CG indicated that the low level (LU) of development of balance abilities of EG student-athletes decreased by 22.3%. At the same time, an increase in average (SU) and high levels (VU) of development by 5.6% and 16.6%, respectively, was recorded. The following changes took place in the CM: NU development of balance abilities decreased by 11.1%. At the same time, an 11.1% increase in the development budget was recorded, while the VP did not change.

According to the results of flexibility testing, we obtained the following indicators. NU development of flexibility of athletes in EG decreased by 33.4%. At the same time, an increase of SU and VP of development by 16.7% and 16.7%, respectively, was recorded. In the KM NU, the development of students' flexibility decreased by 16.7%. At the same time, an increase of SU and VP of development by 5.6% and 11.1%, respectively, was recorded.

According to indicators of strength abilities in EG NU decreased by 38.9%. At the same time, an increase of SU and VP of development by 27.7% and 11.2%, respectively, was recorded. Certain changes took place in the KM, therefore the NU development of strength abilities of students decreased by 16.7%. At the same time, an increase of SU and VP of development was recorded by 11.1% and 5.6%, respectively. Next, the speed and strength abilities of student-athletes were tested. NU development of KM decreased by 11.1%. At the same time, an increase of SU and VP of development by 5.6% and 5.6%, respectively, was recorded. In EC NU, the development of speed-power abilities of athletes decreased by 22.2%. At the same time, a 5.6% and 16.6% increase in the level of development of secondary schools and universities was recorded, respectively *(Burk, 2013)*.

Modern science often offers us scientific justification for what was known in the past. The traditional complex of Chinese gymnastics "Ba Duan Jin" translated as "Eight Pieces of Brocade" is first mentioned under this name in a book of the Song Dynasty (960-1279). The health benefits of systematic execution of this simple complex have been proven by time. Ba Duan Jin harmoniously affects all body systems, including the central nervous system (CNS). In those who practice, there is a reduction in the deformation of the vertebral column, an improvement in its mobility, strengthening of ligaments and tendons, an increase in muscle strength, and mobility in the joints *(Burk, 2013)*. The use of rhythmic diaphragmatic breathing

improves blood supply, normalizes vascular tone, and stabilizes blood pressure *(Burk, 2013)*. The vital capacity of the lungs, pulmonary blood flow and gas exchange in the lungs increase *(Burk, 2013)*. What is especially valuable for athletes is that doing Chinese gymnastics increases endurance and accelerates the recovery process after intense training.

This complex is suitable for people with different physical fitness. The pace of the exercises is slow, smooth, the amplitude of the exercises can be changed depending on physical fitness. There are no age restrictions, it can be learned in youth and performed throughout life.

Physical education classes for schoolchildren and students often begin with traditional running. It is believed that in this way the respiratory and cardiovascular systems of the body prepare for more intense physical exertion. As a rule, all athletes, being at training sessions or in summer sports camps, start the morning with cross country. But does running provide sufficient blood flow to the heart or does the heart rate increase faster, which without sufficient blood flow to the heart is harmful to the body *(Burk, 2013)*.

The most effective exercises for organizing blood flow to the heart are breathing exercises with simultaneous contraction of skeletal muscles. During inhalation, pressure below atmospheric is created in the chest, which facilitates the flow of blood to the heart. In addition, a biologist, the exercise is repeated 8 times, takes from 7 to 9 minutes. How soprano traditional Chinese music was used while driving. of Czech Sciences, the head of the scientific team of the National Academy of Sciences of China, proved the non-physiological and even the danger of running in the morning. Only in the afternoon he considers it useful to use running. N. I. Arinchin developed his own set of exercises, in which the skeletal muscles switch to self-sufficiency with blood and from dependents of the central heart become its assistants *(Franz, 2008)*. Therefore, it is necessary to develop skeletal muscles, which are "peripheral hearts" and allow to remove part of the load from the heart. Chinese gymnastics fully corresponds to the developments of a modern doctor of sciences and is perfectly suited for its use in the training process and in physical education classes.

The research question was to find out the effectiveness of using the complexes of traditional Chinese gymnastics Ba Duan Jin in the preparatory part of the students' physical education classes. According to the hypothesis, this will be one of the right ways to increase the respiratory capacity of the exercising body and prepare it for further more intense physical activity.

From the existing types of complexes of traditional Chinese gymnastics for use in classes, we have chosen one of the simplest, designed for accelerated and mass training.

A feature of our approach is the use of modern teaching methods. We do not use terms from traditional Chinese gymnastics such as "qi energy" and others. During training, the term "effort" or "tension" and "relaxation" are used. For effort, exhalation is performed, for relaxation, inhalation. For "effort" you should tense the muscles of the legs, trunk and arms, and for "relaxation" relax accordingly. Exercises were performed smoothly, at the expense.

5. Conclusions

Therefore, the search for effective ways to solve the problem of improving the physical fitness of students remains an important component of the educational and training process in sports higher education institutions. The developed and implemented program is designed to solve this issue. Methodically competent implementation of the program and the results of the conducted experiment confirm its effectiveness.

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REMOTE EDUCATION USING EXPEDIENCE, ADVANTAGES, DISADVANTAGES, COMPARISON TO THE NON-REMOTE LEARNING IN UKRAINIAN HIGHER EDUCATIONAL ESTABLISHMENTS UNDER WAR CONDITIONS

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Summary
The publication was delt to the importance of using the remote learning technologies in the process of the future doctors preparing in wartime conditions in Ukraine. The place and role of distance learning technologies in the system of higher education was determined. It was noted that the means of the teacher's educational activity get changed while developing the technical capabilities of the teaching methods and technology. The emphasis was placed on the need for a medical university teacher to master the modern information, communication and educational technologies.

Accordingly to the survey results, the most serious challenge for students (53%) was the lack of direct contact with their classmates and fellow students. For those who lived in the hostel, this problem was not a priority. Instead, for them, the impossibility of staying alone to "attend" the educational classes became a more serious challenge. The large number of people present in the room and their noise prevented a high-quality understanding of the educational material. 37% of surveyed students indicated an increase in workload during distance learning. Some self-critical respondents noted their lack of self-organization and self-discipline, which prevented them from studying well.

Key words: higher medical education, digital education, distance/remote learning, traditional education, mixed learning.

1. Introduction

1.1. Necessity in learning technologies combining

The experience of organizing and implementing the pedagogical process in the system of higher medical education in wartime conditions in Ukraine has not yet been summarized and analyzed. However, it can already be stated that in addition to the shock impact on the higher education system as a whole, the extreme conditions of this time gave a significant impulse to the promotion and development of various forms and technologies of distance education. Such powerful challenges significantly affect the educational environment, directions and methods of scientific research. In order to adapt and be successful, and in general to survive, we desperately need changes in learning technologies that would combine the promising results of cognitive

activity research with the possibilities of immediate access to the global network of information and knowledge.

1.2. Differences between remote and non-remote learning

Traditional teaching methods are an outdated model of higher education and no longer meet the requirements of modern times. The difference between distance learning and the traditional one is clear if we consider them from the point of view of the interaction forms between the teacher and the student. The traditional model of education is based on lectures, performing the practical and laboratory classes, organizing the independent work of students, etc.

1.3. Backgrounding for distance learning usage in modern conditions

The basis of learning is a book and a teacher as an interpreter of knowledge. Distance learning, on the other hand, is focused on the introduction of the fundamentally different learning models, which involve completely different types of activities that are related to computer and non-traditional technologies into the educational process.

The students' limited access to the universities due to wartime conditions in Ukraine caused uncertainty and disagreements about how to organize the educational process. After all, there are differences in expectations for the quality of such learning due to limited planning, technological aspects such as accessibility, security and copyright as well as learning outcomes. Teachers are forced to actively work on adapting their planned educational activities to the conditions of distance education. The teachers working in the higher educational establishments study actively and put into practice the experience of Ukrainian and foreign colleagues on the implementation of distance and mixed learning technologies for future doctors using the capabilities of various digital platforms such as Zoom, Microsoft Teams, Google Classroom, etc. as a new forms of the students' professional training. They determine the distance learning technologies' application peculiarities in the system of higher medical education, create modern content that will be used in the process of the future doctors' training in the higher educational establishments.

During the rapid development of technologies, the key personal competencies of future doctors are the ability to operate and manage information, so it is necessary to focus on modern technologies in the educational process. The use and development of distance learning technologies takes place alongside with the traditional ones. However, distance learning allows you to teach and learn in an individual mode, regardless of place and time, which is of great importance in the difficult conditions of wartime on the territory of Ukraine.

Changes taking place in higher education affect not only students, but also teachers and educational programs. In the modern realities of the education and science development, unforeseen conditions have arisen for its formation and reformation. The conditions of the pandemic and then of wartime forced teachers and students to look at education in a new way and pay more attention to distance education.

Remote learning has already become an everyday phenomenon all over the world. This was facilitated by the transfer of educational institutions to such a training format during the total coronavirus infection of COVID-19 and the threatening epidemiological situation *(Brammer, S., Clark, T., 2020)*. In addition, the role and importance of distance education have been significantly updated, taking into account the state of war in Ukraine. Most universities have switched to online work, while using various the digital platforms: Zoom, Microsoft Teams, Google Classroom, etc. As practice has shown, the most prepared for learning in this difficult situation were those educational institutions and departments that were already active in creating and promoting the online courses and programs under the conditions of the coronavirus pandemic.

1.4. Distance learning goal, advantages and disadvantages

As a rule, distance learning is understood as a specially organized, purposeful process of remote interaction between teachers and students, aimed to the assimilation of knowledge, development of skills and abilities. Distance learning is a form of educational process organization and pedagogical technology, the basis of which is the controlled independent work of students and the wide use of modern information and communication technologies in education. Distance education involves the interaction not only of the participants of the educational process, that is, not only teachers and students, but also direct interpersonal interaction between the students themselves. The main goal of the students' distance learning is to educate a personality who has the desire and ability to communicate, study and self-educating. The introduction of remote technologies into the educational process is aimed to a deeper understanding of the educational material; formation of such competences as: communicative (direct communication using network tools), informational (search for information from various sources and the possibility of its critical understanding), self-education (ability to study independently) *(Gurevych, R., Sira, L., Kanyuk, O. et al., 2022; Vykhrushch, A., 2020)*, intercultural (for foreign students in a context of adaptation to new culture by means of managing the language another country speaks or the education language in their new country that can be realized by means of remote learning as well) *(Kalashnik, N., 2015)*. As practice shows, if a student does not learn to make decisions on his own, determine the content of his educational activity and find means of its implementation, he will not be able to master this or that discipline. In addition, distance learning also performs an educational function - it contributes to the formation of leading personality qualities: activity, independence, self-improvement, creativity.

Distance learning in the higher educational establishments allows organizing the high-quality educational process "at a distance" while using the newest information and communication tools and open access to educational resources. It is this form of education that can quickly adapt to the requirements of the information society and prepare a future specialist. In a combination with traditional forms, distance education in a higher educational institution can provide a wide range of educational services both for students to acquire the necessary skills and abilities for future professional activities, and for teachers to improve their qualifications. Distance learning has become an affordable opportunity for young people to obtain qualified higher education.

Thus, distance education can be considered as a type of education, in the process of which the providing of the educational material significant part and most of the interactions with the teacher are carried out while using the modern information technologies: computer telecommunications, multimedia, educational systems.

Distance learning technologies consist of pedagogical and informational technologies. Pedagogical technologies of distance learning are the ones of mediated active communication between teachers and students while using the telecommunications as well as the methodology of individual work of students with structured educational material presented in electronic form. Informational technologies of distance learning are the ones for creating, transferring and saving the educational materials, organizing and supporting the educational process of distance learning with the help of telecommunications. Distance learning technologies include an individualized process of transfer and assimilation of knowledge, abilities, skills and methods of the future specialists' cognitive activity. Such technologies make it possible to conduct distance learning while using the Internet; diversify the means of communication between students and teachers (e-mail, chat, forum, file sharing, etc.); activate the role of the teacher and perform full

control over the learning process; apply a multi-level testing system; replenish the database, accumulate multi-facetated statistics.

The use of remote technologies in the learning process provides an opportunity for students to choose a convenient time for studying and mastering the academic disciplines, which is very important in the modern conditions of war in Ukraine, when society is faced with such problems as the lack of lighting, the Internet, etc. This is also allows students to independently carry out distance-module control and analysis of their educational activities, and teachers - to systematically manage the educational work of students, monitor and analyze their activities in each module of the educational discipline, which stimulates the student to master the content of higher education *(Horspool, A., 2012)*. Distance learning technologies also include work with an electronic textbook, an electronic study guide, e-mail, and thematic forums, courses *(Dobbs, R.R., 2009)*. Electronic textbooks and study guides are used for independent processing of theoretical material in the discipline. The use of remote technologies has a number of advantages over traditional forms, namely, electronic presentation of material and the tasks' solving in electronic form, regular assessment of the quality of work performance with the teacher's comments, and the possibility of monitoring success while using an electronic journal.

Due to the fact that at the modern stage, maximum attention and study are focused on distance education, therefore it is increasingly improving and becoming more interesting for users. To date, many platforms have already been registered that offer new educational opportunities in the form of courses and educational programs. Under modern conditions, distance education has become an important alternative for self-development and self-improvement.

Considering the advantages of virtual education, it can be noted that online education allows students accessing the educational materials easily and conveniently. However, the disadvantages of this system include the isolation caused by the transition from the medical school to the home environment, a decrease in the number of discussions with other students, an increased dependence on e-mail, and problems with uninterrupted access to the Internet. Also, for successful correction of training and adequate evaluation, it is important to have direct contact with the student. In addition, it is impossible to verify exactly whether it is the person who is working, performing the task, or whether someone else is doing it. Therefore, it is still desirable to conduct the final control of the quality of knowledge offline. In addition, not all settlements have the possibility of free and permanent access to the Internet. And most importantly, with distance learning, direct contact between the teacher and the student is lost.

2. The research novelty

these research were not performed in our educational establishment.

3. The research aim

to identify and compare the distance education challenges between the students who lived in the hostels and in apartments.

4. The research tasks

1) to identify the distance education challenges in the students who lived in the hostels and in apartments.

2) to compare the distance education challenges between the students who lived in the hostels and in apartments.

5. The research methods

We used survey as the only research method.

6. The research results

Accordingly to the survey results, the most serious challenge for students (53%) was the lack of direct contact with their classmates and fellow students. For those who lived in the hostel, this problem was not a priority. Instead, for them, the impossibility of staying alone to "attend" the educational classes became a more serious challenge. The large number of people present in the room and their noise prevented a high-quality understanding of the educational material. 37% of surveyed students indicated an increase in workload during distance learning. Some self-critical respondents noted their lack of self-organization and self-discipline, which prevented them from studying well.

7. Conclusions

Considering the above, it can be concluded that although virtual learning provides easy access to learning materials, the ability to attend classes virtually from home, safety and reduction of possible risks in addition to ease of communication, it can be considered as a temporary method of urgent response to the unfavorable conditions prevailing in the country.

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INNOVATION, WORK, SOCIETY

CONCEPTUALIZATION OF UKRAINE'S FOREIGN POLICY CHOICE AS A MARKER OF DEMOCRATIZATION

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Summary

The purpose of the article is to conceptualize foreign policy choice as one of the markers of the democratization of political institutions in Ukraine. Special attention is focused on the connection between the democratization of political institutions and Ukraine's foreign policy choice. The choice between democracy and authoritarianism is not only a matter of internal transformation. It covers the foreign policy space as well. Ukraine has chosen the path of European and Euro-Atlantic integration. The implementation of this foreign policy choice requires the activation of democratization processes and the expansion of the space for individual freedom of choice. For this reason, the values of freedom of speech and individual rights are noted among the determinants of Ukraine's democratic foreign policy choice. The implementation of the democratic foreign policy choice made by the Ukrainian political class is impossible without effective institutions: free mass media, electoral contests, and parliamentarism. All of them should contribute to political and economic competition and the creation and strengthening of the middle class, which, in fact, should make a democratic political choice. The research used an interdisciplinary approach, which made it possible to determine the differences between existential and marketing choices, between everyday and political choices and substantiate the presence of political, legal, economic, and communicative dimensions of foreign policy choice. The importance of historical prerequisites for foreign policy choice is substantiated.

Key words: political choice, foreign policy, political institutions, European integration, political freedoms.

1. Introduction

Determining the essence of foreign policy choice and creating its concept in the discourse of political science is a necessary prerequisite for the study of the democratization of the political institutions of Ukraine. Conceptualization, as part of the research process, involves defining the concept of foreign policy choice and determining the need to distinguish it from other phenomena. Ukraine's foreign policy choice in the direction of European and Euro-Atlantic integration is a clear marker of the democratization of political institutions in Ukraine. Opting for a foreign policy choice as a unit of analysis involves determining the institutional actors of

its justification and implementation, and interpreting the interaction between institutions as a systemic phenomenon *(Yakovleva, & Yakovlev, 2020)*.

This research task has acquired special importance in the context of the ongoing Russian war against Ukraine since 2014, which in 2022 turned from a "hybrid" into a large-scale armed aggression and took the form of a confrontation between the democratic world and authoritarian countries. In this sense, the connection between foreign policy choice and the democratization of political institutions, which is developed in this article, is obvious.

Defining a choice as an element of social interaction, one should agree that the foreign policy choice is determined according to the system of social coordinates, "...a choice cannot go beyond the alternatives proposed by the grand narrative and embedded in the picture of the world. That is, the choice is a part of social interaction, its integral component" *(Yakovlev, 2015)*.

Among the signs of free political choice under democracy, the following ones should be noted: 1) citizens' awareness of their own interest, the ratio of individual and public interest; 2) high level of political participation and political activity of citizens, developed civil society; 3) political pluralism; 4) free competition among political parties, leaders, ideas, and ideologies; 5) the presence of political freedoms, awareness of their value and readiness to protect them from autocracies and populists; 5) formation of institutions that guarantee freedom of choice – law, free media, the institution of elections and representative democracy, etc.

Conceptualization of foreign policy choices requires an interdisciplinary approach. Its application allows determining the unity of certain elements of internal and external policy and involves a system analysis. Determining the essence of foreign policy choice, its stages, and components, as well as delineating the place of choice in the process of making political decisions is an important task of modern democratic theory and practice in Ukraine. Its solution requires the justification of the foreign policy choice as a political choice, not an everyday one, as well as an existential one, not a marketing one. One should especially emphasize a rational choice, as a result of awareness of the limits of an individual's freedom and her/his responsibility.

The attention to the individual choice of a citizen, rights, choice and freedom of choice are the foundation of a democratic political system. Freedom of choice of the individual plays an important role in the process of democratization of political institutions.

2. Theoretical framework of the research

In modern interpretations, the theory of choice is presented in the theory of public choice. If the theory of rational choice focuses on economic choice, then the theory of public choice examines mainly the conditions of political choice. Economics and political science intersect in public choice theory, as "…the wasteful offspring of political economy", it arises at the border of these two orthodoxies *(Buchanan & Tullock, 1965)*.

The focus of the theory of public choice is the transition from individual choice to collective one or from individual rational behaviour to the study of the logic of collective action (it is worth mentioning M. Olson, who formulates a question critically important for democracy: why do rational actions of individuals lead to irrational collective behaviour? *(Olson, 1993)*. The founder of public choice theory is the Nobel laureate in economics J. Buchanan (prize 1986). He emphasizes the complexity of public choice (as well as responsibility for the management of public finances) compared to economic choice and transactions with private finances. In the work "The Calculus of Consent: Logical Foundations of Constitutional Democracy", written by J. Buchanan in co-authorship with H. Tullock (2011 Nobel laureate), it

is stated that public choice theory examines the political organization of a society of free people *(Buchanan & Tullock, 1965)*. A free political choice of an individual or group is considered rational. The tradition of public choice, the genesis of which takes place in the domain of liberal political thought, emphasizes individual choice in the process of forming the political market (democracy) and the economic market (capitalist system). Representatives of the theory of public choice emphasize a unified approach to the analysis of the activities of both economic and political actors through the prism of selfishness, individual choice, maximization of benefits, opportunistic behaviour, etc. The differences lie in the need to ensure the constitutional level during political choices

In general, the theory of choice is based on assumptions about individualism, the model of behaviour of the "economic man" (Homo economicus), and the interpretation of politics as exchange. It is the theory of choice between several alternatives that is the basis of the theory of decision-making in domestic and foreign policy. Foreign policy choice involves the adoption and implementation of a number of important decisions, in particular regarding the formation and development of political institutions, their democratization, etc.

In the process of making an important ("big", "existential", etc.) political choice, a series of decisions are made, each of which consists, in turn, of a choice between specific alternatives. Such a cycle is called a choice situation. This can be presented in the form of the following series: 1) alternatives – 2) choice – 3) decision – 4) Choice. The alternative between democracy and authoritarianism is decided by the choice in favour of democracy, which involves the decision to democratize political institutions. This decision determines the foreign policy choice – integration with democratic countries and disintegration with authoritarian ones. The choice is made with the participation of various social groups and communities; foreign policy choice is a matter of the whole society. But the decision is the prerogative of public power.

3. Freedom of choice as a marker of democracy

Justification of the essence of foreign policy choice and democratization of political institutions requires special attention to the phenomena that distinguish democratic countries from authoritarian ones. It is about such phenomena as freedom of speech, freedom of conscience, and freedom of choice. The latter becomes especially relevant in the conditions of the transition from the authoritarian Soviet regime to the model of modern democracies; it involves free, competitive, and regular elections of representatives of public power, but is not limited to electoral campaigns. Freedom of choice in everyday life (goods and services, style and way of life, cultures and identities) and in politics (ideology, party, or candidate) is one of the main characteristics of democracies that distinguishes them from autocracies. The state cannot limit the choice of individuals if it is within the realm of law. This maxim of the liberal political doctrine has become the foundation for determining the essence of individual rational choice, and freedoms (especially political) can be considered as a prerequisite for political choice. This fully applies to foreign policy choices in the conditions of the formation of a democratic political system, the democratization of political institutions, etc. Freedom of individual choice has become the condition for the formation of two most important processes – democratization and modernization on a global scale. A researcher of two types of freedom – positive and negative – I. Berlin cites the opinion of one of the founders of the liberal tradition, J.S. Mill, regarding the role of freedom: "Mill believed that neither rational thinking nor mastery over nature, but only the freedom to choose and experiment, differentiates people from the rest of nature; of all his ideas, it was this view that provided his lasting fame. Under

freedom, he understood a state in which people are not prevented from choosing the object and method of their worship. For him, only such a society, in which this condition is realized, can be called completely human" *(Berlin, 1994:265)*. The inner freedom of the individual, I. Berlin continues, can be destroyed by the oppressor or "repressive institutionalized practice"; in this sense, he, following R. Velder, makes a distinction "between authoritarianism, when a person obeys the government without approving of its orders or demands, and totalitarianism when the system is imposed by a dictator and supplemented by internal conformism. Hence the totalitarian insistence on teaching and instilling ideas as opposed to a simple outward display of submission..." *(Berlin, 1994:34)*. I. Hioane notes: "Building a democratic society and integration into the progressive international community is seen as a strategic direction of Ukraine's development. An integral component of these processes is the active participation of the population in the formation of representative authorities and making political decisions that determine the development of society. The leading role in ensuring the quality and effectiveness of political choice is played by the interaction of its characteristics such as freedom and responsibility, the inseparable unity of which is not always realized in society" *(Hioane, 2020)*. In the process of democratic political choice, there is a connection between freedom and responsibility because an individual in a democratic society always seeks to go beyond social and political restrictions, resist manipulation and pressure from the state. The citizen's intention to freely choose is a prerequisite for democratization, the basis of his/her foreign policy choice. In turn, democratic political institutions should promote free choice, and not artificially create conditions for its limitation.

4. Alternatives and determinants of foreign policy choice

The choice, both everyday (marketing) and political (existential), necessarily implies the presence of alternatives. In the modern world, the conceptualization of choice is definitely conditioned by the existence of such alternative political regimes as democracy and authoritarianism. Despite all the socio-cultural, historical, institutional, economic, and governmental differences between, for instance, the Republic of Poland and the Australian Union, they are united by a respect for the choice of individuals, as the basis of a democratic political system. This fully applies to the authoritarian and totalitarian alternative – the differences between Iran and the Russian Federation recede into the background when it comes to restricting the rights and freedoms of citizens, replacing individual choice with collective (state) interests. For post-Soviet countries, a democratic political choice necessarily implies a rejection of the Soviet past in order to intensify the process of consolidation with democratic countries. This alternative looks like the "Soviet past" v. "democratic future".

The impact of information manipulation in the process of justifying and implementing a choice cannot be underestimated. For this reason, the need for rationalization in the process of making a choice, both individual and collective, should be noted. A rational choice is especially important for the political space, both domestic and foreign.

One of the main factors of individual choice (both political and everyday) is the activity of the mass media. The institute of mass media, in turn, is undergoing significant transformations due to the emergence and development of Internet communication, social networks, and online media. At the same time, traditional mass media (television, radio, press) are losing influence on citizens' choices. Therefore, the information sphere (including media, political advertising, and PR) is an important determinant of political choice. The informational determinant (or the influence of the mass media institute) on foreign policy

choice deserves special attention. Mass media can create a picture of the world that determines the system of political coordinates and contributes to one or another choice *(Yakovlev, Amirov & Stoliarova, 2021)*. The ability of the media to influence choices by setting priorities and determining the main topics for the public agenda is emphasized by agenda-setting theorists *(McCombs, 2005)*. At the same time, it is not only about the national mass media system, but also the powerful and growing influence of global media holdings, which have made the way from global satellite news networks (CNN owner Ted Turner is considered the founder of this trend) to global social networks. Their influence on foreign policy choice increases with the development of Internet communications, which provide access to information resources of global media anywhere in the world. Such global media include not only North American (CNN, Fox News, CNBC, etc.) and British (BBC World) media. The global movement of information occurs not only from the North to the South, but also in the reverse direction. Such media as Al Jazeera and Al Arabia have recently been actively positioning themselves on the global media market.

Other determinants of political choice include political values, economic factors (including class struggle *(Yakovlev, Borovyk & Diachenko, 2022)*, political situation (configuration and balance of political forces), ideology, the activity of civil society institutions, etc.

It is also worth mentioning that Ukrainian citizens are learning to make rational individual choices, gradually moving away from the traditions of Soviet collectivism, when the choice was the result of the authoritarian dictates of the government. A choice without a choice.

Adherence to the values of a democratic society is an important determinant of not only domestic political, but also foreign policy choices. The basic element for a rational political choice of an individual is an electoral choice. It should be especially noted that the struggle for the possibility of democratic choice of citizens during election campaigns is an important component of rational choice. Transparent, competitive, and fair elections allow citizens to make a rational political choice and learn to counter information manipulation and falsification during electoral contests. This is a two-way influence: election campaigns influence values, and values, in turn, determine the democratic choices of citizens during election campaigns.

Values are an important component of foreign policy choice. They determine not only individual, but also a collective choice. The correlation of values at the individual level occurs with a specific political choice, and at the collective level, values determine the social tendency to choose between democracy and authoritarianism, the European and Euro-Atlantic choice or "Eurasianism". Values, collective and individual, are manifested during electoral choice, they are manifested in the choice of society in favour of representatives of democratic political forces and, as a result, democratic political institutions.

It should be noted that according to I. Hioane, "the influence of values on the choice of an individual is correlated with the effect of stimuli that a person encounters in everyday life and on which he consciously or unconsciously focuses his attention" *(Hioane, 2018)*.

Regarding the connection between rational choice and information, it is much more difficult for political choice to fulfil the condition of comprehensive and objective (verified) information, as a prerequisite for rational choice, than for economic choice.

A fundamental concept for the theory of choice (theory of rational choice, theory of public choice) is the "situation" of choice. In everyday life, the situation of choice arises quite often when it comes to marketing choice, i.e. the choice of goods and services. But foreign policy choice belongs to a different category. The situation of choice does not arise here every day and not every year. This is a window of opportunity that opens for some countries once a decade or even a century. For instance, gaining independence creates a situation of foreign

policy choice for the country, and the waves of expansion of the European Union and NATO should also be mentioned.

Sociocultural and political traditions of society and the elite become another important factor in foreign policy choices. The influence of traditions, which are formed under the influence of past experience, both individual and collective, is extremely powerful. On the one hand, this influence can be contrasted with rational decision-making; traditions should be taken into account in the "situation" of choice as an irrational factor. On the other hand, we are talking about the inertia of previous election situations, past elections, particularly foreign political ones. In the tradition of historical institutionalism, the dependence of political decisions on the "travelled path" is emphasized.

On the example of the post-Soviet countries, such inertia should be noted, which for a long time marked the path of preserving integration ties with the Eurasian geopolitical space and the efforts of the elites to reproduce the Soviet (and if we look at history, actually the imperial) model of interaction.

It is based on, inertia and the dependence of the activities of "new" institutions on "old" experience traditions *(Pierson & Skocpol, 2002)*.

Therefore, foreign policy choice needs rationalization, such as abandoning Soviet (imperial) traditions in the interaction of public power and citizens, democratizing the activities of political institutions, overcoming inertia (dependence on the "travelled path") in politics and everyday life.

5. Conclusions

Thus, the conceptualization of foreign policy choice in scientific discourse allows determining the role of political institutions in the process of transition from individual to collective choice. If the collective choice is based on democratic mechanisms and takes into account public opinion, which is formed under the influence of the activities of civil society institutions, then we are talking about a democratic political choice. On the contrary, the institutions of an authoritarian political regime (the institution of personal power, institutions that use violence or its threat to citizens) form a space of authoritarian collective choice, effectively making an individual choice, freedom of thought, speech, and choice impossible for citizens. The ability to understand the situation of choice, make rational political decisions and form appropriate political institutions characterizes the place of the state in international relations (it acts as a subject or an object). At the same time, it should be taken into account that the political institutions of authoritarian states are aimed at narrowing the space of choice both inside the country and abroad, making it impossible to form one's own strategy for the protection of national interests, without leaving the status of subjectivity for its satellites.

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DIE STRATEGIE DES WIEDERAUFBAUS DER UKRAINE IN DER NACHKRIEGSZEIT: DIE FRAGE DER BESIEDLUNG UND DER SOZIO-PROFESSIONELLEN STRUKTUR DER UKRAINISCHEN BEVÖLKERUNG IN DER NATIONAL-BÜRGERLICHEN UND ETHNISCHEN DIMENSION

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Zusammenfassung

Der Krieg der Russischen Föderation gegen die Ukraine untergrub die Grundlagen der modernen Weltordnung, wurde zu einer Bedrohung für die Existenz der demokratischen Welt und des ukrainischen Staates und hatte auch Auswirkungen auf die Siedlungs- und Berufsstruktur der gesamten ukrainischen Gesellschaft. Die Analyse der Siedlungs- und Berufsstruktur hilft nicht nur, die Schwächen und Stärken des sozialen Wandels in der Gesellschaft herauszufinden, sondern ermöglicht auch, das vorhandene Potenzial für den Wiederaufbau der Ukraine in Form von Chancen und Gefahren zu analysieren. Die Aufarbeitung der Räume sozialer Interaktion zwischen Nationalität und Ethnie ist Teil der Untersuchung der Entwicklung der ukrainischen Nation als Zivilgemeinschaft, die Menschen unterschiedlicher ethnischer, sozialer, geschlechtlicher, siedlungsbezogener und anderer Zugehörigkeiten vereint. Nicht nur innere und äußere Bedrohungen für die Entwicklung der Ukraine seit der Wiederherstellung ihrer Unabhängigkeit, sondern auch innere und äußere Chancen für ihre Entwicklung haben den Prozess der Schaffung der ukrainischen Nation gefördert und sich auf die soziale und berufliche Struktur der ukrainischen Gesellschaft ausgewirkt. Die Frage der Interaktion zwischen ethnischen Gemeinschaften in Bezug auf das Eigentum an und der Verwaltung von sozioökonomischen Ressourcen und die Bildung der ethnischen Arbeitsteilung in der Gesellschaft ist von größter Bedeutung. Die Klärung der Risiken und Chancen, die sich aus der ethnischen Struktur der Beschäftigung ergeben, wird die Vertiefung der Entfremdung zwischen Bürgern verschiedener ethnischer Gemeinschaften verhindern und die sozioökonomische Integration nationaler Minderheiten fördern.

Im Text werden die aktuellen Trends in der Entwicklung der Siedlungs- und Berufsstruktur der Regionen der Ukraine mit multiethnischer Zusammensetzung der Bevölkerung identifiziert, die Stärken und Schwächen, Chancen und Gefahren, die mit der Siedlungs- und Berufsstruktur der Ukraine einhergehen analysiert, und Empfehlungen für die Strategie der Wiederbelebung der Ukraine in der Nachkriegszeit zu diesem Thema eingegeben.

Schlüsselwörter: Siedlungsstruktur, soziale und berufliche Strukturen, Migration, SWOT-Analyse, Chancen, Risiken, ethnopolitische Prozesse, nationale Minderheit, ethnopolitischer Konflikt.

1. Einführung

Die klassische Analyse der Entstehung der Siedlungs- und ethnischen Struktur der ukrainischen Bevölkerung erfolgt durch die Untersuchung von Merkmalen wie Bevölkerungsgröße, soziodemografische Zusammensetzung und die Fähigkeit der Bevölkerung, sich auf natürlichem Wege oder durch externe Migration zu vermehren. Die Liste kann je nach dem Zweck und den Hauptzielen der Studie gekürzt oder erweitert werden.

In diesem Fall ist das Ziel der Studie, die Räume der sozialen Interaktion von national-bürgerlichen und ethnischen in der sozio-professionellen Bereich der Ukraine zu analysieren. Der Lösung des gesetzten Ziels sind folgende Forschungsaufgaben untergeordnet: Untersuchung der sozio-professionellen Struktur der Regionen der Ukraine; Ermittlung der quantitativen Indikatoren ethno-nationaler Erscheinungsformen im sozio-professionellen Leben der Regionen der Ukraine; Entwicklung praktischer Empfehlungen zur Optimierung der Arbeit der Regionen der Ukraine.

2. Methodik der Forschung

Einen besonderen Platz nehmen die Methoden der empirischen Forschung, die Methoden der mathematisch-statistischen Analyse und die Analyse der Volkszählung der Ukraine, ISCO ein. SWOT-Analyse liegt in dieser Studie zu Grunde.

In der Ukraine überwiegen die Regionen mit multiethnischer Zusammensetzung der Bevölkerung. Die lebenswichtige Tätigkeit der Gebietskörperschaften in solchen Regionen hängt von einer gemäßigten ethno-nationalen Politik des Gesamtstaates ab.

Es ist wichtig, dass die geografische Projektion der ungleichen Verteilung von Ressourcen im sozialen Raum soziale Ungleichheit erzeugt. Die Ungleichheit in den Siedlungen ist historisch bedingt, da die Bedingungen für die menschliche Entwicklung in den ländlichen Siedlungen, im Vergleich zu den Städten, seit Jahren ungünstiger waren. Die Hauptproduktionskapazitäten der Ukraine konzentrierten sich auf die östlichen und nördlichen Regionen, während die westlichen Regionen ein Defizit an „Arbeitsplätzen" aufwiesen und ihr Erholungs- und Fremdenverkehrspotenzial sehr schlecht genutzt wurde. Trotz verfassungsmäßiger Garantien für gleiche Menschenrechte unabhängig vom Wohnort weicht die Realität erheblich von den erklärten Normen ab.

Soziologische Erhebungen weisen darauf hin, dass es seit einiger Zeit **ein erhebliches Protestpotenzial gibt**, das mit der unbefriedigenden wirtschaftlichen Lage, der sozialen Ungleichheit und der Verschlechterung des Wohlstands der Bürger zusammenhängt *(Balakirieva, Dmytruk, 2016: 18). Den Unterlagen des Instituts für Soziologie der Nationalen Akademie der Wissenschaften der* Ukraine zufolge ist das Protestpotenzial in der Ukraine seit Jahren relativ hoch. Die „kritische Schwelle" (4,4 Punkte), die mit Massenprotesten verbunden ist, wurde in der Ukraine 2001 (4,6 Punkte) und 2005 (4,6 Punkte) überschritten, und mit dem Rückgang des Index auf 3,7 Punkte im Jahr 2006 begann eine neue Periode der allmählichen Verschlechterung, Der Höhepunkt dieser Entwicklung war 2014, als der Index der Destabilisierung des Protestpotenzials bei 4,8 Punkten lag, während der Pandemie 2020 beobachten wir einen allmählichen Rückgang *(Institut für Soziologie NAS der Ukraine, 2021: 38)*.

Laut einer Umfrage des Ukrainischen Zukunftsinstituts vom Herbst 2021 wählten die Ukrainer überwiegend friedliche und gewaltfreie Methoden, um ihre Rechte und Freiheiten zu schützen. Gleichzeitig ist aber etwa einer von 20 Ukrainern (6%) bereit, sich an einem Aufstand mit Waffengewalt zu beteiligen *(Ukrainisches Institut für die Zukunft, 2021)*.

Eine weitere Strategie, mit der die ukrainische Bevölkerung auf die unbefriedigende wirtschaftliche Lage und die soziale Ungleichheit reagiert, ist die Auswanderung von Arbeitskräften und Fachkräften. So hat die regionale Ungleichheit im Laufe der Jahre zugenommen und zur Abwanderung von Arbeitskräften aus den westlichen Regionen sowohl in die Ukraine als auch ins Ausland beigetragen. Dies steht in engem Zusammenhang mit den Veränderungen in der Bevölkerung der Ukraine. Die Bevölkerung der Ukraine, die im Jahr 2001 52 Millionen Menschen betrug, ist infolge der negativen Entwicklung der natürlichen Reproduktion in den letzten 21 Jahren auf fast 32 Millionen gesunken. Der russische Einmarsch in die Ukraine am 24. Februar 2022 führte zu einer Bevölkerungswanderung von historischem Ausmaß, wie es sie seit dem Zweiten Weltkrieg nicht mehr gegeben hat. Mit Stand vom 4. Oktober 2022 wurden nach Angaben des Hohen Flüchtlingskommissars der Vereinten Nationen (*UNHCR, 2022*) 7,6 Millionen Flüchtlinge aus der Ukraine in ganz Europa angemeldet, und die Zahl derer, die für vorübergehenden Schutz oder ähnliche nationale Schutzregelungen in Europa registriert sind, beträgt 4,2 Millionen. Nach Angaben des Dienstes "Opendatabot" beträgt die Differenz zwischen der Zahl der Ukrainer, die in den acht Monaten dieses Jahres aus dem Ausland ausgereist und zurückgekehrt sind, 2,2 Millionen Menschen. So verließen während des Krieges 9,3 Millionen Menschen die Ukraine, 7,4 Millionen kehrten zurück *(Opendatabot, 2022)*.

Die neuen demografischen Verluste auf dem Territorium der Ukraine haben enorme Auswirkungen auf die Siedlungs- und Berufsstruktur der ukrainischen Regionen. Die Migration findet vor dem Hintergrund der zerstörten Industrien der Ukraine und der erschöpften Humanressourcen statt. Nach Schätzungen der Weltbank wird das BIP der Ukraine im Jahr 2022 voraussichtlich um 45,1% sinken, das Land ist von einer Rezession bedroht *(Worldbank, 2022)*.

So schaffen Migrationsbewegungen in der Ukraine und im Ausland neue Lebensbedingungen für alle Einwohner des Staates, erzeugen neue Bedrohungen, provozieren Prozesse der Ungleichheit und Diskriminierung und bieten gleichzeitig neue Chancen.

Laut des M. Hechter Konzeptes kann die ethnische Arbeitsteilung ein Problem darstellen, wenn sich der Modernisierungsprozess ungleichmäßig auf die verschiedenen ethnischen Gemeinschaften auswirkt und die dominierende ethnische Gruppe eine Wirtschaftspolitik verfolgt, die von anderen als diskriminierend oder ungerecht empfunden wird. Gleichzeitig manifestieren sich die sozialen Disproportionen am deutlichsten in den ethnischen Eigenheiten der gesellschaftlichen Arbeitsteilung, die ihrer Natur nach geistig und körperlich ist. Die Suche nach Wegen zur Wiederherstellung des "verlorenen" realen oder imaginären Gleichgewichts bei der Verteilung der wirtschaftlichen Ressourcen kann zu ethnisch-politischen Konflikten führen.

Die Analyse mehrerer bedingter Gebiete der Ukraine mit multiethnischer Zusammensetzung der Bevölkerung bestätigt diese Hypothese. Wir wollen vergleichen: Der Süden der Ukraine, Transkarpatien, wo 97% der ungarischen nationalen Minderheit leben, und die ukrainische Region Nord-Azow. Regionen Donezk und Saporischschja, wo 95% der griechischen nationalen Minderheit leben (laut Volkszählung 2001).

So ist auf dem Gebiet der kompakten Siedlungen der Griechen von Pryazovia (95% der griechischen nationalen Minderheit der Ukraine) der Anteil derjenigen, die einer intellektuellen Tätigkeit nachgehen, unter den Vertretern der griechischen ethnischen Gruppe am höchsten. Gleichzeitig ist in den kompakten Siedlungen der Bulgaren in der Region Pryazovia die körperliche Arbeit weiter verbreitet. In der Unterkarpaten, wo 97% der ungarischen nationalen Minderheit der Ukraine leben, sind die führenden Köpfe der intellektuellen Tätigkeit Vertreter der russischen Volksgruppe – 54%, was 24% höher ist als der Anteil der Ukrainer, 32% – Ungarn, 40% – Rumänen. Die Roma machen nur 3% dieser Kategorie aus. Der Süden der

Ukraine ist in vielerlei Hinsicht eine einzigartige Region. Die Führer der intellektuellen Aktivität sind die Vertreter der Juden – 75% gegen 25% der körperlichen Arbeit, unter den Ukrainern – 40% der intellektuellen Arbeiter, Griechen und Russen – 46% jeweils unter "Angestellte", Bulgaren – 47%. Die Roma machen nur 11% der Vertreter dieser Kategorie aus, aber viel mehr als die Roma der Unterkarpaten. Krymtataren – nur 27%, und Moldawier – 22% unter den "Angestellten". Nach den Unterlagen der gesamtukrainischen Volkszählung von 2001 liegt der Anteil der Vertreter der russischen Minderheit in der Autonomen Republik Krym bei 58,3%, der Anteil der Ukrainer bei 24,3 %, während in anderen Regionen der Region die Mehrheit ausschließlich Ukrainer sind. Der Anteil der Krymtataren am AR der Krym beträgt 12%, der der Juden weniger als 1%. Der kompakteste Wohnort der Bulgaren in der Ukraine ist die Region Odesa, wo 74 % der ukrainischen Bulgaren leben *(Staatliches Statistikkomitee der Ukraine, 2001).*

In den territorialen Gemeinschaften der Regionen zeigen die analysierten Indikatoren eine höhere "soziale Integration" der Vertreter einiger nationaler Minderheiten im Vergleich zur ethno-ukrainischen Mehrheit (Bulgaren – Region Odesa; Griechen in Pryazovia, Russen – in der Unterkarpaten). Ethnische Gemeinschaften, die in der Kategorie der intellektuell Tätigen weniger vertreten sind, fühlen sich isoliert, versuchen, das verlorene reale und manchmal auch imaginäre Gleichgewicht wiederherzustellen, und sind offener für Manipulationen und Informationseinflüsse, wie die Bulgaren in Pryazovia und die Ungarn in den untersuchten Regionen.

Nach den Ergebnissen der nationalen jährlichen Erhebungen 1992–2020 des Instituts für Soziologie der Nationalen Akademie der Wissenschaften der Ukraine gaben 59,4% der Befragten im Jahr 2018 an, dass sie sich unsicher sind, dass interethnische Konflikte nicht auftreten werden, 25,4% bezweifelten das, und nur 11,4% gaben an, dass sie sich damit sicher sind, dass interethnische Konflikte nicht auftreten werden. Im Jahr 2020 ist die Zahl derjenigen, die kein Vertrauen haben (50,1%), und derjenigen, die vertraut sind (11,1%), auf Kosten derjenigen, die zweifeln (31,3%), zurückgegangen.

Für die Zukunft ist es zu erwarten, dass die Besorgnis über die Wahrscheinlichkeit interethnischer Konflikte aufgrund der geringen Integration von Bürgern, die nationalen Minderheiten angehören, in den ukrainischen sozioökonomischen Raum abnimmt. Die Faktoren für eine solche Dynamik können zum einen die Unterstützung dieser Bürger aus ihren so genannten "ethnischen Heimatländern" – den EU-Mitgliedstaaten – und zum anderen die Arbeitsemigration eines bestimmten Teils von ihnen sein. Der zweite Faktor stellt jedoch eine weitere Bedrohung dar – die Verringerung des demografischen und des Arbeitskräftepotenzials der Ukraine. Unter den derzeitigen Bedingungen ist diese Bedrohung das "kleinere Übel" im Vergleich zu dem anderen – der Anfälligkeit der "wirtschaftlich marginalisierten" Minderheit für anti-ukrainische Propaganda, einschließlich extremistischer Propaganda.

In der Region Asow, am Vorabend eines umfassenden Krieges im Jahr 2022, im Kontext der sozioökonomischen Krise und der Nähe zum Kampfgebiet mit allen damit einhergehenden Erscheinungen (Verbreitung von Waffen, Entstehung von Schmuggelrouten, Sabotage und subversive Aktivitäten der russischen Streitkräfte und der Separatisten), besteht die eigentliche Bedrohung in der Beteiligung von Vertretern nationaler Minderheiten, die als gering qualifizierte und schlecht bezahlte Arbeitskräfte in illegalen Aktivitäten tätig sind.

Das Beschäftigungssystem der Ukraine weist heute recht gefährliche Tendenzen auf: Die Beibehaltung eines beträchtlichen Anteils einfachster Berufe an der Struktur der Beschäftigten, die sich durch niedrige Löhne auszeichnen, schafft die Voraussetzungen für eine zunehmende Ungleichheit in den Berufen und Spannungen in der Gesellschaft; ein Missverhältnis zwischen

Qualifikationen und Berufen der erwerbstätigen Bevölkerung der Ukraine, das auf strukturelle Probleme im Bereich der schulischen und beruflichen Bildung hinweist. Gleichzeitig erfordert die Einführung moderner Technologien in allen Lebensbereichen von der Gesellschaft ständige dynamische Anpassungsleistungen.

3. Ergebnisse

Um den ethnopolitischen Bedrohungen entgegenzuwirken und die Chancen zu nutzen, die mit der Siedlungs- und Berufsstruktur der Ukraine einhergehen, werden wir die günstigen Faktoren (Stärken und Chancen) und ungünstigen Faktoren (Schwächen und Bedrohungen) nach dem SWOT-Analysesystem analysieren.

"**Starke Faktoren**"

1. Ab 2022 haben sich **alle ethnischen Gruppen auf ein gemeinsames Ziel geeinigt** – den Sieg im Krieg gegen den russischen Besatzer. Nach einer vom Internationalen Republikanischen Institut (IRI) in der Ukraine durchgeführten Meinungsumfrage bejahten 98% der Befragten die Frage, ob sie glauben, dass die Ukraine den Krieg gewinnen wird. Nach Regionen verteilten sich die Antworten auf die Frage nach dem Glauben an einen Sieg der Ukraine im Krieg wie folgt: West (80% – eindeutig ja, 19% – eher ja), Süd (84% – eindeutig ja, 15% – eher ja), Mitte (85% – eindeutig ja, 13% – eher ja), Ost (72% – eindeutig ja, 22% – eher ja).

Die Zukunft der Ukraine wird von 93 % als eher hoffnungsvoll (Juni 2022) und von 3% als eher hoffnungslos (nach Regionen) eingeschätzt: Süd – 93% vs. 3%, Ost – 92% vs. 4%, Mitte – 94% vs. 3%, West – 95% vs. 2% *(IRI, 2022)*.

2. Demonstrationen von noch nie dagewesener Einigkeit zur Unterstützung der Behörden des Landes. So glauben 76% der Befragten, dass sich die Ukraine in die richtige Richtung bewegt (der höchste Wert in der Geschichte der Umfragen). Was Präsident Volodymyr Zelenskyy betrifft, so sind 91% der Ukrainer mit seiner Leistung einverstanden. *(IRI, 2022)*.

3. Bildung eines einheitlichen ethnopolitischen Raums unter Berücksichtigung der Besonderheiten multiethnischer Regionen. Das Identifikationsfeld wird durch verschiedene Marker dargestellt, von ethnischen, sprachlichen, regionalen, konfessionellen, innenpolitischen bis hin zu internationalen. So gaben 76% der Befragten der „Siebzehnten Nationalen Erhebung" an: Die Identität. Patriotismus. Werte", die am 17. und 18. August 2022 durchgeführt wurde, gaben Ukrainisch als ihre Muttersprache an, gegenüber 19% (Russisch). Gleichzeitig betrachten 30% der Russischsprachigen Ukrainisch als ihre Muttersprache. 86% der Befragten sind der Meinung, dass Ukrainisch die einzige Staatssprache sein sollte, 10% befürworten den Status des Russischen als Amtssprache in bestimmten Regionen und nur 3% unterstützen Russisch als zweite Staatssprache in der Ukraine. In den letzten sechs Monaten ist die Zahl derer, die begonnen haben, regelmäßig Ukrainisch zu sprechen, auf 64% gestiegen. Manchmal sprechen 24% Ukrainisch, selten oder nie – 12%. Die Bewohner des Südens und des Ostens sowie die Binnenvertriebenen verwenden nun häufiger Ukrainisch. 19% der Ukrainer sind seit Beginn des Krieges dazu übergegangen, ständig oder häufiger die ukrainische Sprache zu verwenden. Im Allgemeinen haben 41% der Russischsprachigen und Zweisprachigen seit Beginn des Krieges begonnen, häufiger Ukrainisch zu sprechen, 24% von ihnen ständig, 17% häufiger *(Ratinggroup, 17-18 08 2022)*.

Die Bildung eines einheitlichen ethnopolitischen Raums, der die Besonderheiten multiethnischer Regionen berücksichtigt, wird durch die Analyse bestätigt, indem die nationale Distanz in der Gesellschaft gemessen wird. Es handelt sich um eine der gebräuchlichsten Skalen von E. S. Bogardus, die Bogardus-Skala für soziale Distanz, die seit 1994 von

Wissenschaftlern des Instituts für Soziologie der Nationalen Akademie der Wissenschaften der Ukraine bei der Durchführung soziologischer Untersuchungen verwendet wird. In den Überwachungserhebungen bleibt eine Reihe ähnlicher Aussagen seit Jahren unverändert, wie z. B.: "Ich bin bereit, Aserbaidschaner (Amerikaner, Araber, Afghanen, Weißrussen, Georgier, Juden, Chinesen, Krymtataren, Moldawier, Deutsche, Polen, Russen, Rumänen, Serben, Slowaken, Türken, Ungarn, Ukrainer, in anderen Ländern lebende Ukrainer, Roma, Tschechen, Tschetschenen usw. aufzunehmen)", als "Mitglieder meiner Familie" 1 Punkt, "enge Freunde" 2 Punkte; " "Nachbarn" 3 Punkte; "Arbeitskollegen" 4 Punkte; "Einwohner der Ukraine" 5 Punkte; "Besucher der Ukraine" 6 Punkte; "würde die Ukraine überhaupt nicht betreten" 7 Punkte. Der nationale Abstand hat sich seit 1994 allmählich vergrößert, bis zur Gabelung in den Jahren 2002, 2004 und 2006. Im Jahr 2021 beträgt der nationale Abstand 4,9 Punkte. *(Institut für Soziologie NAS der Ukraine, 2021: 33).*

4. Aufrechterhaltung eines hohen Grad an sozialem Wohlbefinden. So sinkt das Niveau des sozialen Wohlbefindens der Zivilbevölkerung unter den Bedingungen des wirtschaftlichen Abschwungs in den Jahren 1995–1998, während die Fachleute des Instituts für Soziologie der Nationalen Akademie der Wissenschaften der Ukraine im Zeitraum 2012–2021 trotz vorübergehender Abschwünge einen allgemeinen Anstieg des Index des sozialen Wohlbefindens verzeichnen *(Institut für Soziologie NAS der Ukraine, 2021: 36).*

5. Die Verbreitung gemeinsamer Werte für die europäische Zukunft der Ukraine. Nach den Ergebnissen der landesweiten Umfrage, die von der Soziologischen Gruppe Rating am 1. und 2. Oktober 2022 durchgeführt wurde, würden 86% der Befragten den Beitritt der Ukraine zur Europäischen Union im Falle eines Referendums unterstützen (3% – dagegen, 7% – würden nicht abstimmen). Der EU-Beitritt wird von den Vertretern aller Regionen und Altersgruppen einhellig befürwortet.

Die Unterstützung für den NATO-Beitritt ist die höchste in der Geschichte der Beobachtungen, so dass bei einem Referendum 83% für diese Initiative stimmen würden, 4% dagegen, 9 % würden nicht abstimmen. Im Juni 2022 sprachen sich 76% für einen NATO-Beitritt aus. Im Gegensatz zum EU-Beitritt wird der NATO-Beitritt von den Bewohnern des Ostens des Landes eher zurückhaltend wahrgenommen (69% – für den Beitritt, 9% – dagegen, 17% – würden nicht abstimmen). Im Vergleich zur letzten Umfrage im Juni ist die Dynamik der Unterstützung für den NATO-Beitritt unter den Bewohnern des Ostens sehr positiv (55%, 20% – dagegen, 22% – würden nicht zur Wahl gehen) *(Ratinggroup, 1-2 10 2022).*

6. Konsolidierung der ukrainischen Nation. Nach den Ergebnissen soziologischer Erhebungen des Kyjiws Internationalen Instituts für Soziologie betrachten sich im Juli 2022 84,6% der ukrainischen Bevölkerung in erster Linie als Bürger ihres Landes, und zwischen den verschiedenen sozialen Kategorien der Bevölkerung (Alter, Region, Geschlecht, Wohnort usw.) gibt es bei diesem Indikator praktisch keine Unterschiede. So betrachten sich unter den Bewohnern des Ostens – 80,6% in erster Linie als Bürger der Ukraine, im Süden – 86,3%, im Zentrum – 84,1%, im Westen – 85,6%, unter den russischsprachigen Ukrainern – 81%, unter den russischsprachigen Russen – 78%. *(KIIS, 2022).* Diese Studie schlug vor, die Konsolidierung der ukrainischen Nation in fünf Phasen zu unterteilen: von der postsowjetischen Anpassung 1992–2004; die erste zivile Mobilisierung 2004–2006; die politische Polarisierung 2006–2013 und die zweite zivile Mobilisierung 2013–2021 *(Dehterenko, 2019: 73).* Am 24. Februar 2022 begann die dritte zivile Mobilisierung. Während in der Anfangsphase die bürgerliche Identität, auch wenn sie von einer relativen Mehrheit der Bevölkerung geteilt wurde, der lokalen oder regionalen Identität recht nahekam, haben erst seit der Revolution der Würde positive evolutionäre Veränderungen bei der Übernahme der bürgerlichen Identität begonnen, die im

Laufe der Jahre im Vergleich zur lokalen und regionalen Identität deutlich stärker geworden ist. Die Zweiteilung war der Krieg von 2022, der den Konsolidierungsprozess der ukrainischen Nation praktisch zum Abschluss brachte.

Die Analyse der starken Faktoren hilft also herauszufinden, wie die Stärken der Ukraine genutzt werden können, um interne und externe Chancen zu nutzen, und wie die Auswirkungen interner und externer Bedrohungen, die mit der Siedlungs- und sozio-professionellen Struktur der Ukraine einhergehen, minimiert werden können. Um das Gleichgewicht zu wahren, sollten wir die schwachen Faktoren analysieren.

"Schwache Faktoren"

1. Ungleiche "soziale Integration" der verschiedenen ethnischen Gruppen.

Ethnische Gemeinschaften, die in der Kategorie der intellektuell Tätigen weniger vertreten sind, fühlen sich isoliert, versuchen, das verlorene reale und manchmal auch imaginäre Gleichgewicht wiederherzustellen, und sind offener für Manipulation und Informationseinfluss.

2. Militärische Mobilmachung, militärische Aktionen, Krieg, Kriegsrecht, Sabotage, Invasion, Blockade, Ausgangssperre.

3. Zwangsenteignung und Beschlagnahmung von Unternehmen, Zerstörung von Infrastrukturen und Wohnungen, Abbrennen von Feldern durch Raketen, Verschmutzung der Atmosphäre und der Gebiete, Ausbeutung der Humanressourcen.

4. Das tatsächliche Vorliegen einer mehrfachen **Staatsbürgerschaft (der Russischen Föderation und anderer Länder).**

5. Verlust von Arbeitszeit bei Luftangriffen. So ertönten am 11. Oktober 2022, 12.50 Uhr, während des Ausnahmezustands allein in Kyjiw 553 Alarme. Die Gesamtdauer der Luftgefahr betrug 570 Stunden und 33 Minuten. Es handelt sich um verlorene Arbeitszeit und um Zeit für verpasste Chancen.

6. Die Notwendigkeit, das Beschäftigungssystem der Ukraine zu reformieren, um den modernen Bedingungen und Bedürfnissen gerecht zu werden. Der Nationale Klassifikator der Ukraine "Klassifikator der Berufe" muss den internationalen Standards für die Klassifizierung von Berufen, Berufen, beruflichen Qualifikationen und Bildung entsprechen und mit der Internationalen Standardklassifikation der Berufe ISCO-08 in Einklang gebracht werden. Am 12. Juli 2022 richtete das Ministerkabinett der Ukraine die behördenübergreifende Arbeitsgruppe zur Reform des Nationalen Klassifizierungssystems der Ukraine DK 003: 2010 "Klassifizierungssystem der Berufe" als vorübergehendes Beratungsgremium des Ministerkabinetts der Ukraine ein.

"Chancen" & "Bedrohungen"

Erstens ist **die Frage der Entwicklung wirksamer politischer und rechtlicher Mechanismen im ethnopolitischen und wirtschaftlichen Bereich heute von großer Bedeutung**. Eine solche Synergie wird dazu beitragen, regionale Ungleichgewichte bei der Beschäftigung und die Folgen einer umfassenden Invasion der Russischen Föderation zu überwinden.

Die Entwicklung wirksamer politischer und rechtlicher Mechanismen schafft die Grundlage für die Verhinderung hybrider Bedrohungen im ethnopolitischen Bereich, bzw. ein unvollkommener oder unwirksamer rechtlicher Rahmen ist eine Quelle für destruktive Phänomene. Im ethnopolitischen Bereich werden beispielsweise seit Jahren Vorschläge für ein ukrainisches Gesetz "über die Verabschiedung der Strategie der staatlichen ethno-nationalen Politik" diskutiert, aber über den Gesetzesentwurf ist man nicht hinausgekommen. Im sozio-professionellen Bereich gibt es ebenfalls zahlreiche rechtliche Konflikte, wie z.B. ein veraltetes Grundgesetz, das nicht in der Lage ist, diesen Bereich zu regeln: Im Jahr 2022 wird das zu

Sowjetzeiten 1971 verabschiedete Arbeitsgesetzbuch in Kraft bleiben, das keine Reihe moderner Herausforderungen berücksichtigt, insbesondere die Digitalisierung, die Beschattung, die Verbreitung atypischer Beschäftigungsformen usw.

Zweitens schaffen **Migrationsbewegungen** in der Ukraine und im Ausland neue Lebensbedingungen für alle Bewohner des Staates, erzeugen neue Bedrohungen, provozieren Prozesse der Ausgrenzung und Ungleichheit und bieten gleichzeitig neue Chancen.

Die Nichtrückkehr von Flüchtlingen in die Ukraine vor dem Hintergrund des natürlichen Bevölkerungsrückgangs in der Ukraine stellt eine direkte Bedrohung für die wirtschaftliche Entwicklung des Landes insgesamt dar. Die Ukraine ist seit langem nicht nur ein Lieferant von Rohstoffen, sondern auch von Fachkräften. Im Jahr 2020 lag die Zahl der Arbeitnehmer, die auf der Suche nach einem besseren Leben ins Ausland abgewandert sind, zwischen 4 und 10 Millionen Menschen. Aber diese Trends haben auch eine Kehrseite, und nämlich die Chancen. So bilden die Auslandseinkünfte seit Jahren die Haushalte der Ukraine und ergänzen sie erheblich. Laut den Daten von 2018 gab es weltweit 29 Länder (einschließlich der Ukraine), in denen das Einkommen von Migranten 10 % des BIP überstig. Und die Rückkehr von qualifizierten Flüchtlingen und Migranten mit ausländischer Berufserfahrung in die Ukraine eröffnet Perspektiven für die Einführung neuer Ideen und Technologien.

Drittens bilden **die ethnischen Besonderheiten der Beschäftigung und der sozio-professionellen Schichtung im Land und in den Regionen die Grundlage für die Intensivierung der Prozesse der Politisierung der Ethnizität in der Ukraine**. Die Politisierung der ethnischen Zugehörigkeit kann die lokale Selbstverwaltung fördern, insbesondere im Prozess der Dezentralisierung der Macht; sie kann durch den kulturellen und wirtschaftlichen Austausch zwischen verschiedenen ethnischen Gruppen zur nationalen Konsolidierung beitragen; sie kann den politischen Wettbewerb und das bürgerliche Engagement anregen; sie kann mit Forderungen nach demokratischen Veränderungen im sozio-professionellen Bereich Druck auf die Behörden ausüben. Gleichzeitig kann die Politisierung der ethnischen Zugehörigkeit im Zusammenhang mit der Verschärfung innenpolitischer Widersprüche, der Verschlechterung der sozioökonomischen Lage oder im Kriegsfall zur Verbreitung von ethnischem Hass in der Gesellschaft, zum Entstehen ethnischer Separatistenbewegungen und terroristischer Organisationen führen.

Viertens: **Die Ukraine ist vor einer Rezession bedroht**. Nach Schätzungen der Weltbank wird das ukrainische BIP im Jahr 2022 voraussichtlich um 45,1 % sinken. Gleichzeitig öffnet die Integration in die EU und die NATO ein Fenster für wirtschaftliche Chancen.

4. Schlussfolgerungen

Auf der Grundlage der durchgeführten SWOT-Analyse schlagen wir die Umsetzung **einer Strategie vor, die sich auf wesentliche Veränderungen im System konzentriert** (Aktualisierung und Stärkung des Rechtsrahmens im Bereich der ethnisch-nationalen Politik und der Beschäftigung, Verringerung der negativen Folgen einer umfassenden Invasion der Russischen Föderation usw.). Die Entwicklung effektiver politischer und rechtlicher Mechanismen ist ein wirksames Instrument zur Aktivierung interner und externer Chancen sowie zur Minimierung der Auswirkungen interner und externer Bedrohungen für die soziale Interaktion zwischen nationalen, zivilen und ethnischen Gruppen im sozio-professionellen Bereich der Ukraine. Die Integration in die EU bzw. die NATO ist eine erfolgreiche Strategie zur Erreichung dieses Ziels. Es ist sehr wichtig, dass die Wirtschaftspolitik der Ukraine mit der ethnisch-nationalen Politik koordiniert wird, um

regionale Beschäftigungsungleichgewichte und die Folgen einer umfassenden Invasion der Russischen Föderation zu überwinden.

Empfehlungen und Vorschläge zur Optimierung der Politik.

Um die Strategie der Wiederbelebung der Ukraine in der Nachkriegszeit umzusetzen und den ethnopolitischen Bedrohungen, die die Siedlungs- und Berufsstruktur der Ukraine

– *im Bereich der Innenpolitik begleiten,* **entgegenzuwirken,** *empfehlen wir:*

1. Aktualisierung des Rechtsrahmens im Bereich der ethnisch-nationalen Politik für das wirksame Funktionieren des ethnisch-politischen Managements in der multiethnischen Ukraine im Zusammenhang mit der Gewährleistung der nationalen Stabilität und der Bewahrung und manchmal der Wiederherstellung der territorialen Integrität der Ukraine.

2. Verabschiedung eines Arbeitsgesetzes (Gesetzeskodex), das den Herausforderungen und Bedrohungen gerecht wird, die Interaktion der Teilnehmer des sozialen Dialogs harmonisiert, die Einhaltung der von der Ukraine ratifizierten IAO-Übereinkommen gewährleistet und auf neue Bedrohungen (Pandemie, Krieg und andere Umstände höherer Gewalt) wirksam reagieren kann.

3. Das Staatliche Statistikkomitee der Ukraine sollte die nationale und regionale Überwachung der Dynamik der Bevölkerungszusammensetzung nach ethnischer Zugehörigkeit wiederaufnehmen, ein Archiv einschlägiger statistischer Daten anlegen und regelmäßig aktualisieren und Experten freien Zugang zu diesem Archiv gewähren.

4. Sicherstellung der Durchführung spezialisierter soziologischer Untersuchungen zur ethnopolitischen Situation in den Regionen der Ukraine mit multiethnischer Zusammensetzung der Bevölkerung für die Entwicklung einer langfristigen staatlichen Politik in diesen Regionen.

5. Vorschlag an die NAS der Ukraine, im Jahr 2023 umfassende Studien über ethnische Merkmale der Beschäftigung und der sozio-professionellen Schichtung in Regionen durchzuführen, die sich infolge der Binnenmigration der ukrainischen Bevölkerung erheblich verändert haben.

6. Unterweisung der lokalen staatlichen Verwaltungen des Landes:

– Fortsetzung der Beobachtung der Dynamik der Bevölkerungszusammensetzung nach ethnischer Zugehörigkeit,

– eine ständige Überwachung der Konfliktfälle durchzuführen,

– Schaffung günstiger Bedingungen für die Gewährleistung der Rechte der sozialen und wirtschaftlichen Gemeinschaften nationaler Minderheiten auf lokaler Ebene,

– die aktive Beteiligung ethnischer Gemeinschaften an der Entwicklung neuer Gemeinschaften zu fördern,

– Bereitstellung von Budgethilfe für Gemeinschaften zur Integration ethnischer Gemeinschaften in die ukrainische Gesellschaft.

7. Entwicklung von Maßnahmen zur Unterstützung der Bemühungen von Wissenschafts- und Bildungseinrichtungen bei Projekten im Cyberspace, die darauf abzielen, Wissen über die Geschichte, die Kultur und die wirtschaftlichen Traditionen nationaler Minderheiten und die Achtung der Vielfalt zu verbreiten.

8. Im Bereich der Informationspolitik: Bekämpfung der hybriden Aggression durch eine breit angelegte Informationskampagne zur Förderung der Ideen zur Stärkung der nationalen Einheit und zur Gewährleistung der Rechte und Freiheiten der ukrainischen Bürger aller ethnischen Gruppen. Insbesondere sollen Aufklärungskampagnen durchgeführt werden, um den Bürgern den Zusammenhang zwischen den weitreichenden Rechten der nationalen Minderheiten der Ukraine und dem Kampf gegen die direkte Aggression und die hybriden Aktionen des terroristischen Landes der Russischen Föderation bewusst zu machen.

9. Schaffung von Rückkehrbedienungen der hochqualifizierten Arbeitskräfte in die Ukraine auf der Grundlage von Programmen zur Erhaltung bestehender und Schaffung neuer Arbeitsplätze, Stärkung der institutionellen Rolle der staatlichen Arbeitsverwaltung, Verbesserung des nationalen Vergütungssystems.

10. Schaffung von Bedingungen für die wirtschaftliche Integration nationaler Minderheiten, u.a. durch die Unterstützung von legalen unternehmerischen Initiativen (Investitionen) sowie Kultur- und Bildungsinitiativen, die es kurzfristig ermöglichen werden, das Potenzial der "Volksdiplomatie" durch Vertreter nationaler Minderheiten der Ukraine in ihren Herkunftsländern zu nutzen. Dies ist besonders wichtig in den Beziehungen zu Minderheiten, die mit EU-Mitgliedstaaten assoziiert sind, und die Russland zu unterwandern versucht (Griechenland, Ungarn, Slowakei, Bulgarien usw.).

11. Umsetzung erfolgreicher EU-Praktiken zur Förderung hochqualifizierter Arbeitskräfte, die sich auf die von der Weltkommission für die Zukunft der Arbeit entwickelten, "menschenzentrierten" Ansätze konzentrieren, die verstärkten Investitionen in die Entwicklung menschlicher Fähigkeiten und Arbeitsinstitutionen sowie in menschenwürdige und stabile Beschäftigung vorsehen (z. B. die nationalen EU-Programme "Industrie 4.0", "Beschäftigung 4.0" usw.)

– *im Bereich der Außenpolitik und der "öffentlichen Diplomatie" empfehlen wir:*

1. Auf internationalen Plattformen und Plattformen sowie auf der Ebene der "öffentlichen Diplomatie" Informationen über das Bild eines stabilen und legalen ukrainischen Landes zu verbreiten.

2. Nutzung des Potenzials der Zusammenarbeit und der Vollmacht nationaler Minderheitengemeinschaften, insbesondere zur Förderung nationaler Interessen in den Herkunftsländern.

3. Unter Wahrung des Grundsatzes der einheitlichen Staatsbürgerschaft mit interessierten EU-Mitgliedstaaten über den Abschluss gesonderten Zusatzabkommens über den Status ukrainischer Staatsbürger bestimmter ethnischer Herkunft zu verhandeln, die es ihnen ermöglichen, bestimmte politische, wirtschaftliche und soziale Rechte im Hoheitsgebiet dieser Staaten rechtmäßig zu genießen.

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THE ROLE AND PLACE OF PUBLIC CONTROL
IN THE LEGAL MECHANISM FOR THE PREVENTION
OF PENITENTIARY CRIME IN UKRAINE

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Summary

This scientific article analyzes the potential social and legal possibilities of public control in the preventive sphere of activity related to the prevention of the commission of recidivist criminal acts by those sentenced to deprivation of liberty in the process of execution.

In addition, based on the results of the research and the problems identified in this regard, scientifically based ways of their elimination and improvement of the existing legal mechanism of public control in the sphere of execution of punishments of Ukraine have been developed.

In particular, it was found that the administration of bodies and institutions for the execution of punishments, guided by the principle of non-interference of the public in their operational and service activities, create various artificial obstacles to objective social monitoring on issues of prevention of crimes by convicts in closed penal institutions, the exclusive list of which is fixed in the law, new (recidivist) criminal offenses.

It was also established that from the time of Ukraine's independence (from 1991) to the present (2022) at the official level, it is stated that recurrent crime, including its penitentiary component, is one of the real threats to national security.

Moreover, the specified determinant has an extremely negative effect on the effectiveness of the execution process - the serving of punishments, as well as on the implementation of the goals and objectives of the criminal enforcement legislation of Ukraine defined in the law.

Key words: public control; relapse; penitentiary crime; the scope of execution of punishments; prevention; execution process – serving sentences; imprisonment.

1. Introduction

Setting the problem in general and its connection with important scientific or practical tasks. One of the tasks of the Criminal Code (CC) of Ukraine (Article 1) and the purpose of punishment defined in it (Article 50), as well as the goal of criminal enforcement legislation (Article 1) is to prevent the commission of new criminal offenses by both convicted persons and others persons.

Along with this, as practice shows, starting from the time of independence (1991) of our state and up to the present, the level and other quantitative and qualitative indicators of penitentiary crime remain unchanged and tend to increase annually *(Kolb et al., 2020: 127-157)*.

In particular, if in 1991, per 1,000 people sentenced to imprisonment, the level of penitentiary crime (one of the types of recidivism (Article 34 of the Criminal Code)) amounted to 3.9 cases of committing the specified socially dangerous acts *(GUYN of the Ministry of Internal Affairs of Ukraine, 1992: 1)*, then already in 2016 (the last period of public publication by the Ministry of Justice of Ukraine of open information on these issues), the specified indicator

amounted to 4.91 crimes *(DKVS of the Ministry of Justice of Ukraine, 2017: 6)*. At the same time, it is worth noting that according to the data of the Unified Register of Pretrial Investigations (Article 214 of the Criminal Executive Code (CEC)), during 2017-2022, the level of recidivism in Ukraine did not undergo significant changes *(Unitary Register of Pretrial Investigations: 2022)*.

In the context of the problems investigated in this scientific article, the fact that during 1991–2022 the number of committed criminal offenses increased many times, the subject of which in the process of execution – serving of punishments was the personnel of bodies and institutions for the execution of punishments (UVP). Thus, in 1991, 19 crimes were registered by these persons *(GUYN of the Ministry of Internal Affairs of Ukraine, 1992: 22)*, and already in 2016 – 102 such socially dangerous acts *(DKVS of the Ministry of Justice of Ukraine, 2017: 12-13)*.

The existence of the specified problem at the official level was also stated in the Concept of Reform (Development) of the Penitentiary System of Ukraine, approved at the state level in September 2017 (*Cabinet of Ministers of Ukraine: 2017*). Moreover, at the normative and legal level (*Cabinet of Ministers of Ukraine: 2017*), as well as in doctrinal sources, determinants contributing to the commission of criminal offenses in the field of execution of punishments are named, among which a special place is occupied by those related to the implementation public control over the process of execution – the serving of punishments *(Kolb, Makhnitskyi, 2019: 223-230)*.

2. Formulating the purposes of the article (setting the task)

Taking into account the above, the purpose of this scientific article is to determine the role and place, as well as the potential socio-legal possibilities of the specified type of social monitoring in the mechanism of prevention of penitentiary crime in Ukraine, and the main task is to develop scientifically based proposals aimed at eliminating existing ones in connection with these problems and improving the overall content of preventive activities in the field of execution of punishments.

The study of scientific literature showed that such scientists as: K. A. Avtukhov, O. M. Bandurka, E. Yu. Barash, O. A. Hrytenko, O.

Along with this, in the context of clarifying the role and place of this type of social monitoring in the legal mechanism for the prevention of penitentiary crime in Ukraine, the specified problem at the doctrinal level is insufficiently developed, which became decisive when choosing the object and subject of this scientific article.

3. Results and their discussion

At the legislative level, recidivism of crimes (criminal offenses) is understood as the commission of a new intentional criminal offense by a person who has a conviction for an intentional crime (criminal offense) (Article 34 of the Criminal Code).

A similar definition is formulated in scientific sources *(Zhuzha et al., 2020: 111-112)*.

One of the types of recidivism is penitentiary recidivism, when a person who is serving a prison sentence for the second time or more commits a new intentional crime *(Cherney, Dzhuzha et al., 2020: 507)*.

The social danger of penitentiary crime lies in the fact that such illegal behavior of a convicted person in the process of execution - serving a sentence in the form of deprivation of liberty indicates his stubborn unwillingness to embark on the path of correction (Article 6 of the Criminal Executive Code), as well as the low level of application to him of the provisions

specified in the law means of individual correctional and resocialization influence (part 4 of article 6 of the CEC).

These include, in particular, public influence (Part 3, Article 6 of the specified Code), which is understood as the participation of public associations or their authorized representatives in the activities of bodies and institutions for the execution of punishments (UVP) in various forms (through legal propaganda with convicts; the implementation of pastoral care for these persons; the involvement of convicts in the implementation of mass cultural and sports events, etc.) *(Kovalenko, Stepaniuk, 2012: 35)*.

Important in this sense is the legal fact - among the principles of criminal law enforcement, the execution and serving of punishments (Article 5 of the Criminal Executive Code), one of them is enshrined as "public participation in the cases provided for by the Law in the activities of bodies and institutions for the execution of punishments", which including the implementation of public influence on convicts.

At the same time, it should be stated that a special place in the system of public influence measures and public participation in the activities of the bodies and the UVP, as well as in the composition and implementation of institutions of criminal law, is occupied by public control over the observance of the rights of convicts during the execution of criminal sentences in correctional and educational institutions colonies, detention centers, correctional centers and pre-trial detention centers (SIZO) (Part 2 of Article 25 of the Code of Criminal Executive). At the same time, the forms of such control can also include public visits to the UVP and its participation in the national preventive mechanism (Article 24 of the said Code), since by carrying out the specified activity, members of the public are thus able to control the state and content of the process of execution – serving punishments, in particular :

a) visual surveillance of objects of criminal and executive legal relations;

b) receiving oral appeals from convicts and their close relatives on various issues related to the observance of their rights, legitimate interests and freedoms;

c) communication both with the subjects (convicts and staff of the UVP) and with the participants of the specified legal relationship;

d) obtaining by other means information about the sphere of execution of punishments (in the course of a journalistic investigation; processing of public information; personal reception of convicts, etc.).

Representatives of the public can use and verify the results obtained during visits to the prison (Article 24 of the Criminal Executive Code), public participation in the activities of bodies and prisons in cases provided for by law, and when exercising individual public influence on convicts (Articles 5, 6 of this Code). in the course of their exercise of public control in the field of execution of punishments (Part 2 of Article 25 of the Criminal Executive Code).

An additional argument in this regard is the powers that, according to the relevant legal acts, are granted to the subjects of the specified type of social monitoring (observation commissions, guardianship councils, representatives of the national preventive mechanism, etc.).

In particular, as it follows from the content of subsection 1, paragraph 3 of the Regulation on observation commissions, one of the main tasks of their activity is the organization and implementation of public control over the observance of the rights, legitimate interests and freedoms of convicts and persons released from serving a sentence.

In order to carry out the specified task, the observation commissions are empowered by the Regulations, including to visit the prisons, to study the state of material, household and

health care of convicted persons, the conditions of their work and training, and the state of the organization of social and educational work (subparagraph 1, clause 6).

In the context of clarifying the potential socio-legal opportunities of the public in preventing penitentiary crime in Ukraine, special attention is paid to the following norms enshrined in the Regulations on the Monitoring Commissions, namely:

1. Members of these commissions have the right to participate in the meetings of the UVP commissions during the consideration of issues regarding the submission to the court of applications for conditional early release of convicted persons from serving a sentence (Article 81 of the Criminal Code), replacing the sentence with a milder one (Article 82 of this of the Code), exempting pregnant women and women with children under the age of 3 from serving a sentence (Article 83 of the Criminal Code), and participating in court hearings during the consideration of such applications (Article 539 of the Criminal Code) (subparagraph 1 p. 6 Regulations) (*Cabinet of Ministers of Ukraine: 2004*).

In this sense, it is worth noting that only in relation to 69% of the total number of convicts, in respect of whom the UVP administration decided to release them on parole, the courts decided to apply Art. 81 of the Criminal Code (DKVS of the Ministry of Justice of Ukraine, 2017: p. 26), which indicates certain miscalculations of the public on the specified issues.

2. Supervisory commissions have the right to listen at their meetings on matters within their competence to information of officials of bodies and UVP, executive power bodies, local self-government bodies, enterprises, institutions and organizations regardless of the form of ownership and individual citizens (subparagraph 1 of 6 Regulations) (*Cabinet of Ministers of Ukraine: 2004*).

It is in the specified authority that the effective regulatory and legal capabilities of the observation commissions in the exercise of public control in the field of execution of punishments are laid, if it is supplemented with a phrase of the following content "... and in this connection make appropriate decisions, which are essentially sent to higher authorities for notification and regulation management and executive authorities".

This approach, in particular, is enshrined in Art. Art. 86–87 of the Law of Ukraine "On the National Police" (chapter VIII "Public control of the police").

Official statistical data on the current state of recidivism in Ukraine, including its penitentiary component, can serve as an additional argument in this regard. Thus, in the first half of 2022, almost 15,000 such socially dangerous acts (Article 11 of the Criminal Code) or 24.9% of the total crime structure (163,403 criminal offenses) were registered by persons who had previously committed criminal offenses. *(Unified register of pre-trial investigations: 2022).*

3. The monitoring commission makes a decision, which is formalized by a resolution and signed by the head of the commission after an open vote of its members by a majority of the votes of those present at the meeting (clause 20 of the Regulations) *(Cabinet of Ministers of Ukraine: 2004).*

However, again, as in the previous case above, the Regulation does not say a single word about the obligation to direct the decisions of the observation commissions to the relevant subjects of management and higher bodies of the executive power, that is, there is a so-called legal gap *(Petryshyn et al. ., 2014: 271-272).*

Instead, in clause 20 of the Regulation there is only a remark that the specified resolution must be considered by the relevant bodies of the executive power, etc., based on the results of which the latter are obliged to notify the monitoring commission in writing about the measures taken for its implementation, or justify the reasons for its non-implementation.

As shown by the results of the study of other legal acts that regulate the activities of public associations in Ukraine, they also have a number of provisions that can potentially increase the level and effectiveness of public control over the process of execution - the serving of punishments, as well as positively influence the content preventive activities regarding recidivism.

4. Normative legal acts that regulate the activities of public associations in Ukraine

In particular, in Art. 21 of the Law of Ukraine "On Public Associations" these include the following:

a) apply in accordance with the procedure established by law to state authorities, etc. (in this case – to the bodies and UVP (Article 11 of the Code of Civil Procedure)) and their officials and employees with proposals (remarks), statements (petitions) and complaints (item 2 part 1);

b) to participate, in accordance with the procedure established by legislation, in the development of draft normative legal acts issued by state authorities, etc. and related to the sphere of activity of the public association and important issues of state and social life (clause 4 part 1);

c) to exercise other rights (in particular, public control in the field of execution of punishments), not prohibited by law (clause 6 part 1) *(Verkhovna Rada of Ukraine: 2012).*

5. Conclusions

Thus, the results of the analysis of the content of doctrinal, practical and normative legal sources allow us to state the following:

First, the legal categories of the same name used in criminal law and whose root word is the term "public" are related to each other as general and specific, where the general legal category for all of them is the principle of "public participation in cases provided for by law in the activities of bodies and institutions for the execution of punishments" (Article 5 of the Criminal Executive Code), single - "public influence" (Article 6 of the Criminal Executive Code), and specific - "public control over the observance of the rights of convicts during the execution of criminal sentences" (Part 2 of Article 25 of the Civil Code).

Secondly, regardless of the fact that the above-mentioned legal criminal-executive categories are homogeneous, none of them is meaningfully and essentially related to the implementation of public control, although in practice it can serve as a basis for this type of social monitoring.

And, finally, both the first and second legal categories on issues of public activity have significant potential legal opportunities and resources, which should be more effectively, rationally and purposefully used in the prevention of penitentiary crime in Ukraine.

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THE MAIN SUBJECTS OF THE IMPLEMENTATION OF THE YOUTH POLICY OF UKRAINE AND THE REGULATORY AND LEGAL REGULATION OF THEIR INTERACTION

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Summary

The scientific article is devoted to researching the issue of regulatory and legal regulation and implementation of youth policy by the main subjects in Ukraine. The method of interaction between normative regulation and the implementation of youth policy by the subjects of youth policy is determined. A comparison of the concepts of subjects of youth policy implementation and subjects of work in the field of youth policy as a subject of youth policy implementation in general has been carried out. The goal of the formation and implementation of youth policy in Ukraine is given. The article reveals the conceptual and categorical apparatus of the topic, defines the concepts of "youth policy", "subjects of youth policy implementation", "normative and legal regulation". The significance of the state and state bodies in the field of formation and implementation of youth policy in Ukraine is given. The features of national and local programs of youth policy, as well as the normative legal acts that establish them, are determined. Public associations in the field of youth policy have been identified, in particular youth and children's public associations. The profile law in the field of youth policy in Ukraine is analyzed. The opinions of scientists regarding the interaction of youth policy subjects with normative consolidation in the context of youth policy implementation are given. The article contains an analysis of the laws of Ukraine and subordinate legal acts regulating youth policy in Ukraine. The scientific article defines the role of the Ministry of Youth and Disputes of Ukraine as the central body of executive power in the field of formation and implementation of youth policy in Ukraine. The article summarizes information about the importance of national and international organizations in the field of youth policy implementation and interaction with other youth policy subjects.

Key words: Council on Youth Affairs under the President of Ukraine, Konrad Adenauer Foundation, International expert group, implementation of youth policy in conditions of war, youth projects, Ukrainian Youth Fund, youth public organizations.

1. Introduction

The study of the issue of the main subjects of the implementation of the youth policy of Ukraine and the normative-legal regulation of their interaction requires the definition of the concepts of the subject of research in order to understand the interaction of normative regulation with bodies and authorized persons and subjects of the implementation of such norms. The definition of the concept of "youth policy" will allow to investigate its subjects in the future and its normative and legal regulation.

M. Perepelytsya in scientific studies devoted to the state youth policy, defines the concept of "youth policy" as a set of ideas, theoretical provisions of the prospects of youth in society, enshrined in regulatory and legal acts, other documents, as well as the activities of youth policy subjects regarding the implementation of the above-mentioned theoretical ideas *(Perepelytsya, 2001:12)*.

According to E. Borodin, youth policy is a complex of theoretical and conceptual provisions about the tasks of society, the state, and public institutions regarding socialization, support, and promotion of the social development of young people and the practical activities of political and social subjects aimed at solving the problems of the young generation as a whole or its separate categories *(Borodin, 2009: 249-250)*.

The concept of "youth policy of society" is also defined as a clear and objectively defined system of ideas, principles, theoretical provisions regarding the place, role and prospects of youth in the progressive development of society, enshrined in legislative, normative acts, other documents (in program documents of political parties, statements of public organizations, speeches of individual public leaders), as well as those inherent in public opinion, primarily of the youth themselves, and the activities of the subjects of youth policy (which are various public institutions, as well as youth themselves) regarding the implementation of these ideas by the most effective means, theoretical provisions into reality in the interests of the youth themselves and society as a whole *(Storozhuk, 2006)*.

In turn, V. Lisovskyi considers youth policy as a set of state (nationwide), municipal (regional, district) socio-economic policy, because formally youth policy is a system of measures to collect, maintain and support certain social (economic, legal, political, ethnic, cultural, etc.) status of a group of young people who, for one reason or another, have found themselves or may find themselves in a difficult, limited situation in the future compared to other groups (strata) of the population and are unable to improve their situation on their own *(Lisovskyi, 1996:413)*.

Thus, an intermediate conclusion should be made that youth policy includes both a list of theoretical and a set of normative provisions formed by society for the purpose of implementing the relevant provisions by subjects of youth policy.

The goal of youth policy is to create conditions for self-realization and development of youth potential, increase the level of their independence and competitiveness, and ensure active participation of youth in public life.

The principles of youth policy define, first of all, the principle of equal rights of children and youth, youth participation, which consists in creating mechanisms and guarantees of youth involvement in direct participation in the formation and implementation of youth policy, respect for the views and beliefs of youth, etc.

In turn, the subjects of youth policy are determined by social institutions that interact with the youth, or the youth themselves. In our opinion, the public institutions in question are primarily the central body of executive power that implements youth policy, namely

the Ministry of Youth and Sports, and its structural divisions, as well as other enterprises, institutions or organizations whose statutory purpose is activity in the field of youth policy. These can be youth public organizations, legal entities, in particular centers, clubs, sections, schools, etc.

Normative and legal regulation of youth policy is carried out by the Constitution of Ukraine, international treaties approved by the Verkhovna Rada of Ukraine, the Law of Ukraine "On the Basic Principles of Youth Policy" and other laws of Ukraine, subordinate legal acts, in particular resolutions of the Cabinet of Ministers of Ukraine, orders of the Ministry of Youth and sports, etc.

2. Legal status of subjects implementing youth policy

First of all, it should be emphasized that the State is also the subject of the implementation of youth policy, because the central body of executive power – the Ministry of Youth and Sports of Ukraine – is engaged in the formation and implementation of the state youth policy on behalf of the state.

The Ministry acts on the basis of the provisions on it, approved by the resolution of the Cabinet of Ministers of Ukraine. It has structural subdivisions that directly deal with youth policy, in particular, similar ones at regional, district state administrations or local self-government bodies.

A rather specific but effective subject of youth policy implementation are political parties, which in their founding documents prescribe as a type of activity – the implementation of activities and projects in the field of youth policy, organize political programs, where one of the points is necessarily the activity in the field of youth policy etc.

Next, in our opinion, one of the most important subjects of youth policy are public organizations, because today a lot depends on such organizations, and from the point of view of the youth as well. In particular, there are various public organizations whose activities are aimed at protecting the rights of young people or helping to find a place to study in Ukraine and abroad, to organize leisure time, to complete an internship, to find a first job or to organize a scientific seminar, etc. It is this kind of activity that shapes youth policy, but only together with the youth and thanks to the youth.

According to the Law of Ukraine "On the Basic Principles of Youth Policy", public organizations can be children's, where the founders of the organization must be children from 14 years old, and participants can be children from 6 to 18 years old. The law is also separately defines youth public organizations whose members are persons aged 14 to 35.

The most important subject of the implementation of youth policy is the youth themselves, who, by their own actions, both shape the youth policy and implement it. An indicator of an effective state youth policy is interest in such a policy among young people.

A separate subject of youth policy implementation is civil society and its institutions, in particular, during the period of formation of civil society in Ukraine, the tasks of maximum and effective involvement of youth public organizations in this process, unification of the most active, dynamic representatives of the young generation, are particularly urgent.

The increase in the number of youth organizations and their diversity in recent years certainly indicate positive trends in the development of civil society and the manifestation of social activity of young people. Uniting for the satisfaction of common interests, youth organizations contribute to the implementation of the main strategy of the development of civil society – solving the problems of a specific person or group of people.

Therefore, in order to successfully solve the urgent problems of youth, which, in turn, will ensure the development of Ukraine as a democratic state, the primary task of state authorities and local self-government should be the involvement of representatives of the most active youth, organizations of all statuses in the development of state youth policy, in the process of formation which must take into account the experience of local youth organizations. The state's youth policy should also be implemented with the active participation of youth associations, which, in addition, are an additional source of organizational, personnel, material, ideological and other resources. In addition, the local government should promote the development and improvement of the legislative framework for the social activities of youth associations *(Plakida, 2008:119)*.

In accordance with Article 8 of the Law of Ukraine "On Youth and Children's Public Organizations" dated December 1, 1998, youth public organizations are involved by executive authorities and local self-government bodies to develop and discuss draft decisions on issues of state policy regarding children and youth. The Law of Ukraine "On Public Associations" of March 22, 2012 provides significantly wider opportunities for public associations, in particular youth public organizations, namely: conducting consultations, developing relevant projects of regulatory and legal acts, forming advisory, consultative and other auxiliary bodies at state authorities, authorities of the Autonomous Republic of Crimea, local self-government bodies, in which representatives of public formations participate.

The specified list of forms of participation in the implementation of the state youth policy is not limited to these forms, they must also be supplemented in accordance with the Law of Ukraine "On promoting the social formation and development of youth in Ukraine" dated February 5, 1993, such forms as participation in the development and implementation of programs, concerning society in general and youth in particular, as well as making proposals to executive authorities and local self-government bodies regarding social development and youth development.

In addition, it is important to emphasize that there are other derivative subjects of youth policy, in particular, the national association of student self-government bodies – a voluntary association of individuals and/or legal entities under private law that conducts its activities with or without the status of a legal entity of such status according to the organizational and legal form of a public organization or public union for the purpose of protecting the rights, freedoms and other interests of persons studying in institutions of higher education and institutions of vocational pre-higher education, has in its composition the representation of student self-government bodies from more than 14 regions of Ukraine.

The next subject of youth policy is the national association of youth councils – a voluntary association of individuals and/or legal entities under private law, which conducts its activities with or without the status of a legal entity under the organizational and legal form of a public organization or public union with the aim of protecting the rights, freedoms and other interests of persons who are members of youth councils, has in its composition the representation of youth councils from more than 14 regions of Ukraine.

Analyzing the practice of participation of youth public organizations in the implementation of state youth policy, it should be noted that the most common forms are participation in the implementation of youth programs (both state and programs of youth public organizations for state and local budgets), participation in the creation of consultative, advisory and other auxiliary bodies under state authorities, participation in consultations with the public.

The functioning of consultative and advisory bodies with the participation of youth public organizations organizes and systematizes the work of youth associations and bodies of state power and local self-government in fulfilling the tasks of the state youth policy. Practically

all bodies of state executive power, both central and local, have consultative and advisory bodies in the form of youth councils, committees or commissions of public councils, which are the center that unites and coordinates the efforts of institutes and authorities of civil society to implement state youth policy.

The Law of Ukraine "On the Basic Principles of Youth Policy" does not define the concept of subjects of youth policy, but it defines the concept of subjects of youth work as individuals, individual entrepreneurs, legal entities regardless of their organizational and legal form, form of ownership and subordination, which carry out youth work (young people, youth and children's public organizations, youth councils, bodies (organizations) of student and student self-government, youth centers, youth workers, youth advisers, charitable organizations, informal youth associations).

3. Normative and legal regulation of the interaction of the subjects of the implementation of the youth policy of Ukraine

The purpose, tasks and priorities of youth policy, defined by the Law of Ukraine "On the Basic Principles of Youth Policy", foresee the need to coordinate efforts and ensure state interaction between state authorities, local self-government bodies and subjects of youth work.

Youth policy in Ukraine is carried out in compliance with interdepartmental and intersectoral cooperation – the involvement of state authorities and local self-government bodies, subjects of youth work, any other interested parties in the formation and implementation of youth policy as one of the four main principles of youth policy defined by the article 4 of the Law of Ukraine "On the Basic Principles of Youth Policy".

One of the entities that should ensure the above-mentioned interaction is the National Council on Youth Affairs as a consultative and advisory body formed under the Cabinet of Ministers of Ukraine with the aim of developing an agreed position on the formation and implementation of youth policy, establishing interaction between central and local executive bodies, local self-government bodies with subjects of youth work on issues of development and implementation of youth policy.

The law also enshrines international interaction, which the National Council must ensure, because it interacts in the prescribed manner with relevant bodies of foreign states and international organizations that take care of youth issues. The Ministry of Youth and Sports of Ukraine should promote activities and interact with subjects of youth work on issues of youth policy formation and implementation, as well as interact with other central bodies of executive power, other state authorities and local self-government bodies on issues of youth policy formation and implementation.

In addition, the law defines another subject of youth policy implementation – the Ukrainian Youth Fund, which is a budgetary institution – a legal entity under public law, authorized by the Cabinet of Ministers of Ukraine to support youth projects and fulfill certain tasks of youth policy. The corresponding fund also interacts with other subjects of youth policy, and in addition creates favorable conditions for the implementation of youth projects, including by exercising control over the process of their implementation; stimulates the development of the latest, competitive, including inclusive youth projects; supports the implementation of international projects and programs of international cooperation, including international youth exchange programs, promotes the formation of a positive image of Ukraine in the world; and also provides support to youth and children's

public associations, other subjects of youth work at all stages of the implementation of youth projects, the financing of which is carried out at the expense of grants provided by the foundation.

In the context of Russia's war against Ukraine, the International Expert Group on the Implementation of Youth Policy in the Context of War was formed, which brought together representatives of governmental, scientific, and expert circles from such countries as the United States of America, Great Britain, Poland, Lithuania, Georgia, North Macedonia, Albania, Sweden. On the Ukrainian side, the group included representatives of the Council on Youth Affairs under the President of Ukraine, government officials, people's deputies, volunteers, youth workers and the public, which directly participates in the formation and implementation of state youth policy in Ukraine.

The first online meeting has already taken place on the initiative of the Council on Youth Affairs under the President of Ukraine and with the support of the Ukrainian representative office of the Konrad Adenauer Foundation.

The main task of the group was to develop a strategic vision for the implementation of youth policy in Ukraine in the conditions of large-scale Russian aggression. First of all, I want to sincerely thank each and every one who joined this important work. After all, in the conditions of countering terrorist acts by the aggressor country, which happened in particular yesterday, we as a state have the opportunity to form and implement a progressive, relevant, and most importantly, effective youth policy *(Mizhnarodna ekspertna grupa shodo vprovadzhennya molodizhnoy polityky v umovah vijny, 2022)*.

The international expert group on the implementation of youth policy in conditions of war has completed work on the development and formation of specific proposals for updating the National Youth Strategy until 2030. The corresponding group is also, although not permanent, a full-fledged subject of youth policy implementation.

4. Conclusions

As a result of the study of the main subjects of the implementation of the youth policy of Ukraine and the normative and legal regulation of their interaction, we came to the conclusion that the subjects of the implementation of the youth policy are the state, the central body of executive power, other state bodies, enterprises, institutions and organizations of all forms of ownership , which have the authority to implement youth policy, public organizations (including children's and youth), foundations, centers, councils, etc., established by law, by-laws, regulatory legal acts, constituent documents. However, the Law of Ukraine "On the Basic Principles of Youth Policy" does not define the concept of "subject of youth policy implementation", which we see as a problem.

We propose to define youth policy as proposals of youth policy subjects, enshrined in normative legal acts and other documents, with the aim of their implementation.

The interaction of the subjects of youth policy implementation is an important aspect due to the effectiveness of the youth policy itself. The effectiveness of youth policy is the formation of such a policy based on the activities and collection of opinions of all its subjects. Therefore, it is important for state authorities, foundations, and the National Council to interact with youth, youth and children's public organizations to obtain a result that will satisfy all subjects of youth policy.

It is important that this interaction is not only established by relevant normative legal acts, by-laws or laws, but also actually takes place constantly.

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REPRESENTATIVE DEMOCRACY IN RESEARCH
OF UKRAINIAN CONSTITUTIONALISTS

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Summary
The aim of the article is to give the state of the art, when it comes about the representative democracy in research of Ukrainian constitutionalists. Using the axiological and antropocentrical methodological approaches and the legal analysis, legal synthesis, inductive, deductive, comparative, hermeneutical and sociological methods, the author analyses the doctrinal provisions on such problems as: a) people's sovereignty and the mechanism of its implementation by public power: theoretical and legal aspect (researched at the monographic level by Ya. S. Bohiv); b) realization of the principle of national sovereignty in Ukraine: theoretical and legal aspect (analyzed at the monographic level by O.O. Skrypnyuk); c) people's sovereignty in the political and legal construction of the modern state (researched at the monographic level by O.V. Shcherbanyuk).
The article shows the gaps in the state of art and the author proposes the directions for the future researches in the field based on the current political situation in Ukraine. The author invites constitutionalists to the doctrinal discussion and argues the own directions of the future researches.
Key words: democracy, direct democracy, the principle of people's power, people's sovereignty, people's power, public power, axiology, hermeneuticus.

1. Introduction

Nowadays, Ukrainian state is under the aggression. One of the many negative consequences is the impossibility of organization of both all-Ukrainian and local elections, while the war lasts. Because of that, even more attention should be paid to the activity of the representative bodies in general and of their members in particular. Currently, not only their professional performance is important (though it is, even more than before) – but also their loyalty to the Motherland. In such a situation, it is an important scientific task – to continue the development of the representative democracy institute of the national constitutional law. In order to understand the modern trends and problems of the field, it is advisable to look to the state of the art. This will allow to summarize, what is already done in this field, and will give the directions for the future researches.

A lot of Ukrainian and foreign scientists, that write about Ukraine, underline and research the problems of the representative democracy. Looking at the activity of the bodies of constitutional jurisdiction, C. Qaracayev underlines, that they pay a lot of attention to the correlation of the direct and indirect democracy (*Qaracayev, 2022 (1)*), and N.Mishyna continues, that it is extremely important in terms not only of the axiological approach, but for the hermeneutical methodological basis *(Mishyna, 2021)*. One should consider, that this problem is important not only when it comes about the democracy at the state (all-Ukrainian)

level, but also for the local democracy. The cited authors argue, that for the municipal level the representative democracy is even more crucial in terms of the effect on the civil society and local government, than at the state level. Citing the European Charter of Local Self-Government 1985, they prove, that the combination of the direct and indirect democracy at the local level can be used for the experiments of their synergy – and later such a synergy can be introduced at the state level (*Qaracayev, 2022 (2)* and *Mishyna, 2020*).

Research methods, used in this article, are as follows: legal analysis, legal synthesis, inductive, deductive, comparative, hermeneutical and sociological. The author researches the problem based on the axiological and antropocentrical methodological approaches.

The aim of the article is to give the state of the art, when it comes about the representative democracy in research of Ukrainian constitutionalists.

2. People's sovereignty and the mechanism of its implementation by public power: theoretical and legal aspect

One of the topics, closely related to the indirect democracy, is 'People's sovereignty and the mechanism of its implementation by public power: theoretical and legal aspect'. It is the title of the monographic research by Ya. S.Bohiv. He analyzed this topic to gain the degree of the Doctor of Legal Sciences, and successfully finished this project in 2020.

Firstly, Ya. S.Bohiv proposed his definition of the term 'people's representation'. This attempt is of the high hermeneutical interest, as there is no legal definition of this term in the Ukrainian legislation.

According to the author, the people's representation is defined as 'one of the most effective mechanisms for implementing the principle of popular expression, which is not limited only to elected representatives of the people, but also includes institutions of civil society that can effectively perform the functions delegated to them by public authorities, as well as judicial bodies, in particular constitutional courts designed to protect human rights and the foundations of democracy' *(Bohiv, 2020: 6-7)*. It should be underlined, that the definitions are usually more precise (in terms of the characteristics) and more laconic. That gives the grounds to argue that there is still a gap in the Ukrainian constitutional law science, when it comes about the understanding of the term 'people's representation'.

Secondly, Ya. S. Bohiv comes to the controversial conclusion – that 'the power of the people is a way of realizing the sovereign will of the people directly or through public authorities, the characteristics of which are its public and legitimate nature, which is implemented in three forms - state power, local self-government and public control' *(Bohiv, 2020: 7)*. It is rather interesting, how this statement corresponds with the axiomatic statement, widely used in the Ukrainian constitutional law, that the public power is represented by the state power and the municipal power (local self-government). Why the public control has suddenly 'joined' this group – the author doesn't explain. It seems, that the nature of the public control should be researched in this relation – in order to understand, if Ya.S. Bohiv's approach could be shared or not.

The connection between the direct and indirect democracy is of the high importance, when it comes about the constitutional researches. It is essential to understand, how the voters can perform the effective control over the officials they have elected. Not a lot of Ukrainian scientists support the idea of the recall, but Ya. S. Bohiv does. In his work he pays attention to it – he underlines, that 'any form of legal dependence of a member of parliament on the voters (imperative mandate) or the party – the subject of his nomination (party imperative mandate)

contradicts the principle of popular sovereignty' *(Bohiv, 2020: 8)*. So, the author doesn't support the idea of the official's recall by voters at all. It is important to underline, that Ya. S. Bohiv comes to this conclusion based on the Ukrainian pre-war reality – after analyzing 'current issues related to parliamentary autonomy, removal of deputy immunity, party imperative mandate, advantages and disadvantages of electoral systems and, in particular, open party lists' *(Bohiv, 2020: 17)*. One may agree with his approach, when it comes about the Parliament of Ukraine, but in general his analysis of the official's recall by voters lack depth – especially in terms of the local level researches.

At the end of the section, there is a very interesting part in the Ya.S. Bohiv's work – it is dedicated to the indirect democracy in Ukraine. It is subsection 3.3 of the dissertation, and the title of this part is "Representative democracy as a means of realizing popular sovereignty". According to the author, the indirect democracy:

– is one of the forms of realization of national sovereignty;

– consists in the formation through direct and free elections of representative authorities, as well as in the implementation of constitutional control over their activities by judicial authorities and civil society.

In the dissertation 'it is emphasized that in the conditions of the development of a modern democratic state, such an approach to representative democracy becomes possible, according to which people's representatives are not only those persons for whom citizens voted in the elections, but also those who openly and honestly protect the interests of the people, controlling the functioning of state authorities. The mechanisms of improving the institution of parliamentarism, as one of the most effective forms of people's power, are revealed. Legislative amendments to the laws on the status of a people's deputy, on the regulations of the Verkhovna Rada of Ukraine, on political parties, on local self-government, as well as the Electoral Code are proposed' *(Bohiv, 2020: 17)*. It is very controversial, how the representative democracy is characterized with the stress on its control functions and how few forms of the control are distinguished by Ya.S. Bohiv's. It seems this part of his paper has a lot of contradictions to be discussed.

3. Realization of the principle of national sovereignty in Ukraine: theoretical and legal aspect

One more topic, closely related to the representative democracy, is 'Realization of the principle of national sovereignty in Ukraine: theoretical and legal aspect'. It is the title of the monographic research by O.O. Skrypnyuk. He analyzed this topic to gain the degree of the Candidate of Legal Sciences, and successfully finished this project in 2015.

Firstly, O.O. Skrypnyuk starts with giving the definition of the term 'democracy'. He argues, that 'according to its etymology, the term "democracy" is a combination of such concepts as people's rule and the supremacy of people's power. Thus, any analysis of both the current state of Ukraine's development and the prospects for its further democratization, formation and formation of democratic institutions is impossible without addressing the theoretical problems of ensuring the principle of people's sovereignty, as well as researching the mechanisms for ensuring and guaranteeing the principle of people's sovereignty' *(Skrypnyuk, 2015 (6): 2)*. As this term doesn't have a stable definition in the Ukrainian constitutional law, his invitation to the scientific discourse is relevant.

Secondly, O.O. Skrypnyuk gives his opinion on the essence of the principle of sovereignty. According to his position, 'the principle of people's sovereignty and the process of

its implementation are organically connected not only with direct democracy and its inherent institutions, but also with the general system of interaction between society and the state, when there are real mechanisms and ways of transferring the interests, aspirations and will of the people to the state level' (*Skrypnyuk, 2015 (6): 2*). This opinion of how the direct and indirect democracy are connected is just axiomatic – more interesting is how the author connects these 2 types of the democracy with the people's sovereignty.

Then, O.O. Skrypnyuk pays attention to the elections – both at the state level and at the local level. According to this author, 'elections are a mechanism that makes it possible to transfer sovereignty from all citizens to individual representatives of these citizens, who exercise sovereign power on behalf of the entire people. That is, it is precisely thanks to the institution of elections that the entire democratic system is brought into action, since in democratic societies power is distributed and redistributed precisely through elections' (*Skrypnyuk, 2015 (7): 75*). One of the drawbacks of his research is that the author doesn't pay attention to the theories of representation. This might add not only multidisciplinary to the research, but also allows him to come to the deeper essence of the elections in the democratically governed state.

O.O. Skrypnyuk also (continuing the ideas of Section 1 of this article) pays attention to the recall of the elected officials. He underlines, that 'the institution of recall was almost never actually applied. That is, despite the norms stipulated by the legislation, the institution of recall as such practically did not act due to the complexity of the revocation procedure itself, as well as the objective reluctance of state authorities to ensure the functioning of this institution' (*Skrypnyuk, 2015 (7): 96*). But the author underlines the problems without giving the solutions or the ways of improving the situation. Maybe it is because his research is the shortest of the works, that are briefly reviewed in this article.

4. People's sovereignty in the political and legal construction of the modern state

One of the topics, closely related to the indirect democracy, is 'People's sovereignty and the mechanism of its implementation by public power: theoretical and legal aspect'. It is the title of the monographic research by O.V. Shcherbanyuk. She analyzed this topic to gain the degree of the Doctor of Legal Sciences, and successfully finished this project in 2014.

O.V. Shcherbanyuk starts with the definitions of the terms – like the previously mentioned authors.

She defines – for the purposes of her research – that 'national sovereignty is the state and social order from other methodological positions, in particular, the natural approach, according to which national sovereignty is the natural possession of the people by socio-economic and political means that ensure the real participation of all social groups and strata in the management of society's affairs and the state' *(Shcherbanyuk, 2014: 6)*. This definition isn't very precise and is too laconic. But, the positive side of it is that the author doesn't recommend it for each and every research – she underlines, that this definition was worked out for the purposes of her monography. It doesn't make her position clear – but at least, the author understands, that this definition can't be considered universal.

One more thesis O.V. Shcherbanyuk formulates is as follows: 'It is the people who have the right to create such state institutions that correspond to their ideas about the most favorable variants of the state system and correspond to the traditions of state formation' *(Shcherbanyuk, 2014: 15)*. She doesn't give any arguments to support this thesis – so it is difficult to object. But, at least, this thesis contradicts with her statement that 'in the modern understanding, democracy should be considered not as the power of the people, but as the participation of

citizens (people) and their associations in the exercise of power *(Shcherbanyuk, 2014: 16)*. At least, from the point of view of the constitutional law it seems there is a contradiction – do the people has the mentioned right, or they don't – and only their associations have, and the people in general just do the participative actions?

O.V. Shcherbanyuk has enriched the national constitutional doctrine by giving the axiological characterization of the principle of popular sovereignty as a principle of legal regulation. According to her work, the main characteristics are:

– firstly, the limitation of normative and legal regulation in the sphere of political relations;

– secondly, the use of a predominantly dispositive method for legal regulation of the behavior of subjects of political relations;

– thirdly, granting the subjects of political relations such a complex of rights and obligations that will allow them to become real participants in political processes, effectively influence their development and prevent abuse of rights, restrictions on the rights and legitimate interests of other subjects;

– fourth, establishing legal consequences aimed at protecting the democratic system of political relations *(Shcherbanyuk, 2014: 14)*.

The next interesting idea of O.V. Shcherbanyuk is about the problem of representation and the relationship between the concepts of people's representation and parliamentarism. She has formulated, that 'people's representation is a broader concept than parliamentarism, as it includes legal and non-legal social relations that arise in connection with the resolution of issues of state importance not only through deputies and parliament, but also through people's elected higher officials. The relations of people's representation are at the basis of the concepts of representative system, representative and representative body of the state' *(Shcherbanyuk, 2014: 13)*. This connection between the direct and indirect democracy covers the modern theories of representation (in Chapter 3 it was noted as a drawback of the analyzed paper, that that author paid no attention at all on it); that is definitely the plus of her research.

Also, this gave O.V. Shcherbanyuk enough doctrinal grounds to come to the certain conclusions, when it comes about the perspectives of the development of the constitutional provisions on the direct democracy. The author claims that the 'the main direction of the development of modern democracy is the improvement of the mechanisms of representative democracy, which is transformed into a model characterized by the involvement of citizens in the process of making and making public-power decisions. The people of Ukraine, through the parliament, determine the tasks and functions of the state, the limits of state intervention in the spheres of private and public interests, and the parliament, with the help of its legislative function, influences the development of civil society, forms legislation that regulates relations in the sphere of people's power' *(Shcherbanyuk, 2014: 16)*. It is only one of the proposals, that are grounded on the doctrinal theses, formulated by the author (O.V. Shcherbanyuk). Her paper is one of the most profound, when it comes about both direct and indirect democracy, though the title is 'People's sovereignty and the mechanism of its implementation by public power: theoretical and legal aspect'.

5. Conclusions

The aim of the article is to give the state of the art, when it comes about the representative democracy in research of Ukrainian constitutionalists. Using the axiological and antropocentrical methodological approaches and the legal analysis, legal synthesis, inductive,

deductive, comparative, hermeneutical and sociological methods, the author analyses the doctrinal provisions on such problems as: a) people's sovereignty and the mechanism of its implementation by public power: theoretical and legal aspect (researched at the monographic level by Ya. S. Bohiv); b) realization of the principle of national sovereignty in Ukraine: theoretical and legal aspect (analyzed at the monographic level by O.O. Skrypnyuk); c) people's sovereignty in the political and legal construction of the modern state (researched at the monographic level by O.V. Shcherbanyuk).

To generalize, there is still a gap in the Ukrainian constitutional law science, when it comes about the understanding of the term 'people's representation' and other terms, mentioned in the article. There is definitely a gap here, because there are terminological sections in all of the reviewed works.

As for the Ukrainian constitutional law, nowadays in legal science, the concept of people's sovereignty is experiencing a certain crisis, which has raised questions about the relevance of this problem. One of the ways to overcome this crisis is working out on the correspondence of the relevant terms. For example, Ya.S. Bohiv's proposed his definition of the term 'people's representation'. This attempt is of the high hermeneutical interest, as there is no legal definition of this term in the Ukrainian legislation (it is essential to understand, how the voters can perform the effective control over the officials they have elected; not a lot of Ukrainian scientists support the idea of the recall, but Ya. S. Bohiv does). O.O. Skrypnyuk started with giving the definition of the term 'democracy'. As this term doesn't have a stable definition in the Ukrainian constitutional law, his invitation to the scientific discourse is relevant. O.V. Shcherbanyuk defined (for the purposes of her research) the term 'national sovereignty, and gave the axiological characteristics of this principle. All of the above terms' definitions were given in one period of time, and it seems they should correspond – but they not. So, there is still a long way for the Ukrainian constitutional science to be developed, when it comes about the democracy in general and the representative democracy in particular.

The article also shows other gaps in the state of art and the author proposes the directions for the future researches in the field based on the current political situation in Ukraine. The author invites constitutionalists to the doctrinal discussion and argues the own directions of the future researches, and it is the main direction for the further researches in this area.

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THE EVOLUTION OF APPROACHES TO THE JUDICIAL CORPS FORMATION IN THE US (FROM THE IDEAS OF ALBERT M. KALES TO THE PLAN OF SANDRA D. O'CONNOR)

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Summary
The topic of the article is devoted to the selection of judges in the United States of America, a country that is a good example of the variety of approaches that can be used to form an effective judicial corps. This topic is relevant not only for the US, where even in a relatively recent historical retrospect, individual states tried to choose new models for the selection of judges, but also for other democratic countries, which are currently faced with the issue of building a new or reorganizing the existing format of judicial power on the basis of professionalism, integrity and responsibility to society. The article touches on certain historical moments of the evolution of approaches to the selection of judges in the US. In particular, the path of the development of procedures for the selection of judges is analyzed, which started from the dominant at the beginning of the creation of this state, the gubernatorial appointments of judges to the progressive methods proposed at the beginning of the 20th century by Albert Kales and already in the new millennium by Sandra Day O'Connor, which combined the procedures of individual appointments, popular votes and professional selection by independent bodies. In addition, the article provides a brief author's analysis of the main advantages and disadvantages of the existing methods of selecting judges in the US.

Key words: selection of judges in the US, gubernatorial appointments of judges, partisan elections of judges, non-partisan elections of judges, Missouri Plan, O'Connor Plan, appointment of judges by the legislature.

1. Introduction

The issue of forming an effective corps of judges remained relevant regardless of the historical period of time when it was addressed, or the level of development of the countries to which it concerned. After all, the judiciary and its representatives have always been entrusted with the task of ensuring justice and balance in the complex multiplicity of socio-political, social, economic and other legal relations that millions of citizens, thousands of organizations and companies face every day. Whether a candidate for the position of a judge or an acting judge meets the criteria of professionalism, independence and integrity depends on whether the balance in social relations will be preserved, or, on the contrary, such balance will be lost and the country will take a step towards legal, and as a consequence, social and economic disorder.

Taking into account the key role of judges and the judicial corps in building a fair state and in the formation of developed socio-economic relations, many countries have tried for decades

to find the optimal model for the selection of judges, which would allow selecting professional specialists for the judiciary. The US was no exception. For many years, this country went through its path of search, made successful and unsuccessful attempts, changed one model of selection of judges to another. It should be noted that the federal system of the US state system, caused different paces of legislation development in its various administrative parts. Therefore, some states still have not overcome this journey to the end and continue to improve the mechanisms of selection of judges, "experimenting" with the subjects of appointment of judges (governor or legislative body), with the form of election of judges (electoral procedures or direct appointments), with types electoral procedures (party or non-party) *(William E. Raftery, 2019)*, with the types and composition of bodies whose powers include the selection of candidates for the judicial system (nomination commissions, special councils, or other auxiliary bodies) *(William E. Raftery, 2016)*.

On the other hand, the process of improvement is a process of constant development, therefore it is probably inappropriate to talk about the existence of some final perfect model of the selection of judges.

2. Materials, research methods, results and discussions

The US is an interesting object for researching models of formation of the judicial corps primarily because this country is a unique example of a combination within one state border of fundamentally different approaches to the selection of judges. And although such a situation is explained by the above-mentioned federal nature of the US state system, it still remains surprising how different the approaches to the formation of the judicial corps can be even in neighboring states – administrative parts of the country, which for decades, and sometimes even centuries, had, in addition to common borders, close historical, cultural and economic relations (the state of California uses the gubernatorial appointment model, the state of Nevada – non-partisan elections, and the state of Arizona – the Missouri Plan).

Original English-language sources were used for the analysis, including official electronic resources of the US judiciary, digital libraries, articles, publications and monographs of American scientists, legal scholars and experts. In particular, Albert M. Kales, William E. Raftery, Larry C. Berkson, Chris W. Bonneau and others. On the basis of the mentioned materials, a comparison of the relevant models of the selection of judges in the US was carried out.

Indeed, over the past hundred years, approaches to the selection of judges in the US have changed and evolved significantly. They went from individual gubernatorial appointments (popular until the middle of the 19th century), parliamentary appointments, non-transparent party elections (which were actively used until the beginning of the 20th century) *(Ray M. Harding, 1969:1162)*, to well-structured, politically neutral and balanced electoral procedures, which began to be carried out from the middle of the last century in accordance with the Missouri Plan, or completely new in the historical dimension of the procedures provided for by the Plan of Judge Sandra Day O'Connor. To understand the essence of each of these approaches, you should familiarize yourself with them in more detail.

Governor's appointment of judges

The model (or method) of the governor's appointment of judges will be considered first. It is one of the oldest models of selecting judges and originates from the right of the king (queen) to appoint judges, which was a characteristic feature of the formation of the judiciary in Great Britain. The right of the head of state to appoint judges, in fact, was inherited by

the US, as a country whose territories were colonies of Great Britain. It is worth noting that the right of the head of state to appoint judges was characteristic not only of Great Britain. It also existed in many European countries. This right also remains today in the modern US and in modern Europe. Thus, according to the US constitution, the president of the country proposes and appoints candidates for the positions of judges in federal courts *(The Federal Judicial Nominations Process, https://www.acslaw.org)*. The democratic nature of American society has formulated requirements for additional approval of presidential candidacies by the second chamber of the US Congress – the Senate *(The Federal Judicial Nominations Process, https://www.acslaw.org)*. At the same time, this does not diminish the role of the president in forming the corps of federal judges.

A similar principle of appointment of candidates for the positions of judges is used at the state level. This method is called the gubernatorial method of appointing judges. According to this method of selection of judges, the governor of the state independently determines candidates for the position of judge. In this matter, he is not bound by proposals that may be offered to him by auxiliary or advisory structures, as it happens in the Missouri plan, when the governor selects candidates only from the list proposed by a special selection (nomination) commission of judges. As at the federal level, candidates for the position of judge determined by the governor require additional approval by another body – legislative or governmental. As a rule, such nominations are approved by the House of Representatives and the State Senate *(William E. Raftery, 2019)*, *(Gubernatorial appointment of judges. https://ballotpedia.org)*. At the same time, the procedure of direct voting in the state senate may be preceded by a preliminary consideration of nominations in a senate commission or committee. In Maine, for example, a nominee proposed by the state's governor must be reviewed by a judicial committee before being approved by a majority vote of the Maine state senate. In New Jersey, a candidate for governor must also receive the support of a majority of the state senate. Before voting in the New Jersey state senate, the proposed nominations are reviewed by the Senate Judiciary Committee *(Gubernatorial appointment of judges. https://ballotpedia.org)*.

In the above examples, the body that approves the nominations proposed by the governor of the state is the senate. Along with this, the approval of candidates for the post of judge can be carried out by another state institution, depending on how it is provided by the legislation of a particular state. Thus, in the state of California, such approval is carried out by a special commission – the California Commission on the Appointment of Judges, which consists of the state attorney general, the chief justice of the Supreme Court of California and the highest judge of the state court of appeals. In the state of Massachusetts, the candidacy proposed by the governor must go through the approval process of a special body called the Massachusetts Governor's Council. It consists of nine members: the lieutenant governor and eight people who are elected every two years in party elections. *(Gubernatorial appointment of judges. https://ballotpedia.org)*.

Analyzing the advantages and disadvantages of this method, it is possible to note the relative organizational simplicity of the selection of judges. Gubernatorial appointments of judges are significantly less resource-intensive compared to party or non-party elections of judges. At the same time, one of the disadvantages of the gubernatorial model of appointing judges is primarily the noticeable concentration of power "in one hand". Regardless of the fact that the proposed candidates for the governor are approved by the legislative body or government commissions, the possibility of using personal connections and acquaintances with the head of state remains extremely high. On the other hand, it seems unnatural to remove the direct residents of the state from the procedure of formation of the judiciary, taking into

account the fact that the US is a country where the ideas of democratic government are actively cultivated. Perhaps the deprivation of the American people from the possibility of direct participation in the formation of the judicial corps and the feeling of its involvement in state affairs reduces sympathy for this model of judicial appointments. And as a result, gubernatorial appointments of judges are not a very popular model for selecting judges in the United States. Thus, "As of December 2021, five states used this method at the state supreme court level and two states used this selection method for at least one type of court below the supreme court level". *(Gubernatorial appointment of judges. https://ballotpedia.org)*.

3. Party elections of judges

Party elections of judges in a certain sense were supposed to become a more democratic alternative to the gubernatorial one-person method of appointing judges and were a popular model of judicial elections in the past *(Brandice Canes-Wrone, Tom S. Clark., 2015)*. First, they provided an opportunity to weaken the influence of one political figure on the judiciary. Secondly, many more people were involved in the decision-making process, which is why the professional level of the candidate for the position of judge had to be higher, because it was necessary to meet the requirements of a larger number of "party reviewers". And with the rest, the third, important circumstance that determined the popularity of this method was the granting of the right of the public to elect judges, which was definitely and remains in line with democratic ideas of both the past and the present.

For the first time, the possibility of party elections of judges for lower courts was enshrined in the constitution of the state of Georgia in 1812. Soon after in 1816, Indiana, which became a new US state, also provided for election procedures for associate circuit court judges in its constitution. Along with this, for twenty years, the possibility of electing judges by popular vote was considered only for courts of individual instances. Party-based election of judges for all courts became possible in 1832, when the practice was first introduced in Mississippi. The popularity of the model of party election of judges was growing. And after the end of the Civil War in 1862, 24 of the 34 states that were part of the United States at that time provided for partisan election procedures for the formation of the judicial body. In the future, all new states joining the US adopted election procedures for judges of all or individual judicial branches *(Larry C. Berkson, 1980)*.

Thus, partisan elections were used in the US as the dominant electoral model for judges until 1912, when the non-partisan model of judicial elections was first introduced. Today, the use of party elections has declined significantly. Thus, only 8 states use this model for the election of judges in various instances (Alabama, Illinois, Louisiana, North Carolina, Ohio (intermediate appellate court), Pennsylvania, Tennessee (general jurisdiction), Texas).

According to the current model of partisan elections, candidates for the positions of judges are mainly proposed by the two largest political parties in the United States, the Republican Party and the Democratic Party. At the same time, the model of party elections for judges provides for the possibility of non-party candidates for the post of judge also participating in the elections. Judges who are elected according to the party model must undergo re-election at the end of their term of office in order to continue performing judicial duties for a new term. If a vacancy occurs during the term of appointment of a judge that cannot be filled by candidate from the party list, such vacancy shall be filled by the state governor until the next general election.

Undoubtedly, the main advantage of party elections is the involvement of a wide range of the public in the procedures for forming the judicial corps. This is a strong signal to the judicial

authorities to be objective and professional, because for unsatisfactory performance of their duties, responsibility will come during the next elections.

Disadvantages of party elections can be considered noticeable dependence of the judicial system on political power. Moreover, this dependence of judges is quite noticeable, since they are not appointed for life, but for a certain period. This means that in order to be re-elected to the position of judge, the candidate had to prove "well behavior" during the time during which he occupied the judge's chair. In this case, "well behavior" means also meeting the expectations of a political party, which, among other things, can mean showing loyalty to cases in which the parties are representatives of the relevant political gpoup.

It is worth noting that party elections of judges are accompanied by expensive election campaigns. Thus, in 2000, about 16 million dollars were spent on the election campaign of judges of the Supreme Court of the State of Michigan. US *(Billy Corriher, 2012)*. Such competition of financial resources of the parties may mean that the candidate with the best professional and moral rating may not get the position of judge, but the candidate whose financial capabilities are greater for the party to which he belongs.

On the other hand, the fact that it is important for the party to choose not only candidates loyal to it, but also really good experts and professional lawyers can be used in favor of the party system of selecting judges. After all, the party's reputation and the level of support for the party in the next elections will depend to a certain extent on the quality of the candidates judging.

Despite the fact that at the beginning of the last century, party elections were the most popular tool for forming the corps of judges, today they are inferior in popularity to models of election of judges with the help of non-party elections and elections "on merit" (Missouri Plan) *(Billy Corriher, 2012)*. It is interesting that the popularity of party elections in the USA has also continued to decline recently. Thus, since 2000, three states – Arkansas, North Carolina, and Virginia – abandoned party elections in favor of non-party elections *(Larry C. Berkson, 1980 :9)*. Although North Carolina in 2016 decided to return to the model of party election of judges, the general trend was outlined *(Chris W. Bonneau,2018)*. To date, only eight of the thirty-eight states that use electoral procedures (Alabama, Illinois, Louisiana, New Mexico, North Carolina, Ohio, Pennsylvania, and Texas) use party elections to elect judges to the state's highest courts *(Judicial selection in the states. https://ballotpedia.org)*. And in eight states (Alabama, Illinois, Louisiana, North Carolina, Ohio - intermediate appellate, Pennsylvania, Tennessee -general jurisdiction and Texas), judges are elected in party elections to courts of appeals and courts of general jurisdiction *(Judicial selection in the states. https://ballotpedia.org)*.

4. Non-party elections of judges

Continuing to consider the models of selection of judges used in the US, it is worth noting the fact that popular elections of judges are particularly popular. This situation is probably explained by the fact that in this way society makes an attempt to preserve the responsibility of judges before it. Thus, 87% of state judges meet with voters in one way or another *(Judicial selection in the states. https://ballotpedia.org)*. The above-mentioned party elections became the starting point for the emergence of a new model for the selection of judges – non-party elections. The nonpartisan model of judicial elections in the United States was first introduced in 1912 in the state of Ohio. Non-party elections differed from party elections of judges in that candidates for the position of judges were included in election lists without indicating party affiliation or any other political affiliation. At the

expense of such an approach, the influence of the political preferences of the voters during their decision-making on voting for one or another candidate for the post of judge should have been reduced.

Today, the model of non-partisan election of judges is used to appoint judges to courts of first instance and appeals. In particular, 15 states use this model to elect appellate judges, and 21 states use nonpartisan elections for some or all trial court judges *(Judicial selection in the states. https://ballotpedia.org)*.

An interesting feature of holding elections of judges according to the non-party model is, as a rule, holding elections in two rounds. For example, in the state of Kentucky, elections are held in two rounds, regardless of whether there is a clear winner in the first round (with 50% of the vote) or not *(Nonpartisan election of judges. https://ballotpedia.org)*. In addition, in the states of Arkansas and Idaho, all candidates who expressed a desire to become judges participate in the first round. However, if in the first round one of the candidates gets more than fifty percent of the votes, then he becomes the winner. If there is no clear winner, then the two candidates with the largest number of votes based on the results of the first round take part in the next round *(Nonpartisan election of judges. https://ballotpedia.org)*.

Comparing party and non-party elections, it can be assumed that the latter represent a more successful model of democratic management of the judiciary, because political manipulations that can affect the election process are significantly reduced. At the same time, in order to be a truly effective tool for the formation of a high-quality judicial corps, it is necessary to count on a high level of awareness of voters with the professional and moral portrait of candidates for the position of judges. However, taking into account the fact that voters, as a rule, are not too deeply interested in political elections, it is not necessary to hope for their deep interest in the elections of judges either. In particular, American legal experts Sandra S. Newman and Daniel M. Isaacs believe that voters are often uninformed and apathetic about judicial elections *(Sandra S. Newman & Daniel M. Isaacs, 2004:5)*. As a result of the stated circumstances, non-party elections can demonstrate their effectiveness to a greater extent in the case of re-election of a judge for a new term. After all, the positive reputation of such a judge can, firstly, motivate the voter to participate in voting and, secondly, force voters to prefer an already known judge to a new, unknown candidate. Non-partisan elections can be effective in combination with other approaches that allow for professional pre-selection of candidates to be placed on the electoral rolls, such as the Missouri plan.

5. Prerequisites for the creation of a new model of selection of judges based on merit

Around the same time as the first non-party elections were introduced, new ideas about procedures for selecting judges began to develop, which were supposed to find more perfect forms of selecting judges than the party model. Thus, regardless of the progressive nature of party elections for the middle of the 19th century, already for the new 20th century they were far from the exemplary ideas of the formation of a professional judicial corps. The main problem of the party elections was that they maintained a high level of political involvement. Analyzing at that time the defects inherent in the party system of selecting judges, American scientists, one of the founders of the American Society of Judges, Albert Martin Kales tried to take a step forward and propose a new concept of selecting judges. It was supposed to balance political influences on the process of selecting judges. In his work entitled "Unpopular Government in the United States of America", published in 1914, he explained the shortcomings of party elections of judges and consistently criticized this

model, seeing in them, in particular, great opportunities for manipulation by political parties *(A.M. Kales,1914:227)*. Thus, in order to get on the election list of candidates for the post of judges from a certain party, the candidate had to, as a rule, first receive the support of the local party branch, and then go through internal party elections (primaries) *(A.M. Kales,1914:227)*. In both – the first and second cases, the candidate, wishing to fill a vacant judicial position, actually was posted in dependence on the favor of representatives of the relevant political force. It is difficult to say what kind of arguments should have convinced the head of the local party branch to choose one candidate instead of the other, but the corruption component should obviously not be excluded. On the other hand, A. Kales was also skeptical about the primaries. He also indicated the lack of transparency of such procedures as a disadvantage of this approach *(A.M. Kales,1914:235)*. Indeed, party primaries were closed from voters. The confidentiality of internal party elections meant that the party representatives independently decided who should be included in the list of candidates for the position of judge, who could be recommended for popular vote *(A.M. Kales,1914:235)*. There should be no doubt that during such a selection, party representatives were not always guided by the criteria of professionalism and independence of the future candidate for the post of judge. Therefore, a judge loyal to one or another political force is always a better option for protecting party interests than a truly independent judge.

It was because of the strong party influence on the procedure for selecting judges that A. Kales considered alternative options for selecting (appointing) judges. Thus, he discussed an approach that provided for the possibility of transferring the right to appoint judges to the chief of justice of the corresponding metropolis *(A.M. Kales,1914:251)*. After all, this official, as the head of the office of judges, is responsible for the work of the candidates appointed by him, and he was personally interested in the selection of professional and honest judges. At the same time, in order to increase the guarantees of conscientious performance of the chief justice's duties, the procedure for his re-election after a certain period in national elections was foreseen. Thus, according to the opinion of A. Kales, a sufficient term of office of the chief of justice of the corresponding metropolis could be a term of 4 or 6 years *(A.M. Kales,1914:239-243)*.

Another interesting approach, which essentially became a prototype for judicial councils popular in the world today, was the principle of forming special commissions of judges from different judicial jurisdictions headed by the chief justice of the metropolis. *(A.M. Kales,1914:248-250)*. However, the formation of a list of candidates by a special commission for their subsequent appointment to the relevant position was a revolutionary idea. The revolutionary nature of this opinion consisted in the possibility of selecting candidates for the positions of judges (in particular, from among practicing lawyers), based primarily on the level of merit and professional qualities of such candidates, without taking into account their party affiliation. It is because of this feature that this approach was later called merit selection.

Other issues were discussed by A. Kales, which made it possible to improve the system of good judges. Thus, he considered the possibility of conducting a trial period for judges who were appointed for the first time. He believed that such a period could be a three-year term, after which judges had to go through elections to confirm the possibility of further tenure *(A.M. Kales,1914:246)*.

It took almost thirty years to implement the concepts proposed by A. Kales. Only in 1940, the procedure for selecting judges based on merit, which contained the ideas proposed by A. Kales, was introduced at the legislative level for the first time in the state of Missouri.

6. Missouri plan or selection of judges "on merit" (merit selection)

The Missouri plan, or the merit-based judicial selection plan, may be considered a more sophisticated approach to judicial formation than partisan or nonpartisan elections. Given the primacy of introducing such an approach in the state of Missouri, it was later named the Missouri Plan. In the scientific and journalistic literature, this approach can also be found under the names of the Kales plan, the "merit" selection plan, or the "commission" plan *(Assisted appointment (Hybrid). https://ballotpedia.org).* Later, it was the Missouri Plan that became one of the most popular models for selecting judges in the United States. Its prevalence is due to the fact that, on the one hand, it does not exclude elective procedures as such. It leaves to the people the right to decide on the appointment of judges, which is an important condition for American society. At the same time, it contains effective additional procedures to help the public make informed decisions when selecting judicial candidates. In particular, the help of special selection commissions is used and an appropriate analytical basis is provided, which reduces the part of the irrational component (political sympathies, subjective preferences, etc.) in voters' decisions.

Therefore, the Missouri Plan provides for the following procedure for electing judges. At the first stage, special bodies for the selection of judges – nomination commissions – are created. They usually consist of representatives of the legal community, judges and the public. At the same time, public representatives should not be related to the legal sphere. Depending on the specific state, the majority of nomination commissions can be formed either by the governor of the state (Governor-controlled majority), or by the bar association of the state (Bar-controlled majority) or by public representatives (Hybrid) *(Assisted appointment (Hybrid). https://ballotpedia.org)*. Such nomination commissions can be created separately to select judges for courts of different instances *(Judicial selection. https://yourmissourijudges.org)*. That is, one composition of the commission is created for the courts of first instance, the other composition – for the appeals courts of the state). At the second stage, the collegial nomination commissions must select candidates for the position of judge, prepare a list of the best candidates (usually three people) based on the evaluation of experience, professional and moral qualities of the candidates, and propose such lists to the governor of the state. In the next step, the state governor must choose one candidate from the list proposed by the nomination commission and appoint him to the position. The first appointment of a judge is for a short period, which is essentially a probationary period. For example, in the state of Missouri, the first appointment of a candidate for the position of judge is carried out for a period of twelve months. While the full tenure of a judge can vary from state to state. Thus, the term of office of an appellate judge in the state of Missouri is 12 years, the term of office of a district judge is 6 years. In the state of Arizona, appellate court judges are appointed for 6 years, Superior court judges for 4 years *(Selection of Judges. Arizona Judicial Branch https://www.azcourts.gov)*.

At the end of the probationary period, the judge must confirm the possibility of tenure by re-election in popular elections. If the voters vote positively for the judge, he is appointed for a full term. Also, a judge must pass a popular vote if he wishes to remain in office for a new full term.

The Missouri plan is a good example of building a responsible and open relationship between the judiciary and the public from another perspective. Yes, in addition to direct voting for a candidate for the position of judge during the elections, this procedure also provides for such a democratic tool as the judges' previous speeches before the voters. This approach allows voters to get to know a potential judge better, to get more information from him about

his activities and personality. Another important feature of voting for the extension of judges' tenure is that voters are offered information on the activities of judges during their tenure and their effectiveness. Such information is collected and prepared by the nomination committee.

The versatility of the Missouri Plan, which, as already noted, provides for the possibility of combining features of the professional selection of judges with democratic control over this process had a synergetic effect, which contributed to its wide popularity. Thus, in the period from 1940 to 1994, 23 states introduced one or another option for selecting judges based on merit *(Judicial selection in the states. https://ballotpedia.org)*. The last state to implement an appointment system using a nominating commission was Rhode Island in 1994. After that time, further implementation of the Missouri plan was halted *(Judicial selection in the states. https://ballotpedia.org)*.

7. Appointment of judges by the legislative body (parliamentary appointment)

The next method of selecting judges is the parliamentary model of selecting judges. It is another type of formation of judicial power, which has also been known since the founding of the United States *(Assisted appointment (Hybrid). https://ballotpedia.org.)*. Its essence is that judicial candidates are first proposed and then confirmed, essentially, only by representatives of the state legislature. Formally, the Judicial Merit Selection Commission, which is formed by the legislative body (from the members of such a body and members of the public elected by parliamentarians) and provides it with proposals regarding future candidates, also participates in the procedure for the selection of judges. However, despite this, the entire process of selecting judges is under the control of the state legislature *(D.Keith, L.Robbins, 2017)*. In this case, neither the governor nor the voters are involved in the procedures for selecting judges.

If we compare the parliamentary method of selecting judges with gubernatorial appointments, as the two oldest methods of selecting judges in the US, the latter may be more transparent due to the fact that a larger number of subjects are involved in the selection procedure. After all, in the model of gubernatorial appointments of judges, both the governor and the legislative (or other government body) take part in the appointment of judges.

Trying to determine the positive sides of this method, they can be considered the presence of indirect democratic control over the judiciary through conditional popular representation of the legislative body during the election of judges. After all, the legislative body is an elected body that was chosen by the residents of the respective state, and within the framework of this logic, they delegated to the legislators their right to form the judiciary.

Along with this, it must be said that this method of selecting judges has been repeatedly criticized by experts and the public due to its lack of transparency *(D.Keith, L.Robbins, 2017)*. From the experience of using this method, many cases were known, which indicated the possibility of abuse of appointment procedures. If one were to characterize the main shortcomings inherent in this method of selecting judges, the following should be highlighted among them. Such elections of judges are closed to the public, which provokes cases of corruption. After all, before their names are included in the electoral lists, candidates, as a rule, conduct "familiarization" meetings with representatives of the legislative body. During such meetings, issues regarding voting conditions for the candidacy of such a judge may be discussed. In addition, the procedure for appointing judges depends on the capacity of the parliament. Thus, in the absence of a quorum or other political reasons that will not allow the legislative body to work normally, the process of appointing judges will also be postponed until the relevant obstacles are removed *(D.Keith, L.Robbins, 2017)*. Another serious drawback of the specified method of selecting

judges is the dependence of judges on the legislative body, which contradicts the basic constitutional principles of independence of the branches of state power from each other. Yes, one reason is that legislators have the right to appoint judges an unlimited number of times, court decisions made not in favor of the legislative body can affect the further tenure of the court. Another reason may be that legislators are also practicing lawyers and decisions taken in court cases not in their favor may also lead to the deprivation of the support of judges during the next re-election. Both the first and second reasons can make judges significantly dependent on representatives of the legislative body *(D.Keith, L.Robbins, 2017)*.

Parliamentary appointment is extremely rare among US states. Only two states use this model of judicial elections for courts of general jurisdiction, intermediate courts of appeals, and supreme courts (South Carolina, Virginia) *(Legislative election of judges. https://ballotpedia.org)*.

8. The O'Connor Plan

The evolution of approaches to the selection of judges in the United States did not end in 1940 with the adoption of the Missouri Plan. It was continuing, as did the search for new effective ways of forming the judiciary. The Missouri approach to the formation of the US judicial corps was developed in the mid-2000s by the Institute for the Advancement of the American Legal System and former member of the US Supreme Court Justice Sandra Day O'Connor. (the first woman to become a judge of the US Supreme Court) *(Abigail Perkiss, 2022)*, who formed a new and improved model of organizing the selection of judges, which became known under the eponymous O'Connor Plan *(IAALS, 2014)*.

O'Connor's plan consisted of four stages or steps in the selection of judges. At its core, it contained the main elements of the concept of the Missouri Plan, somewhat specified and supplemented the general procedure for the formation of the judicial corps. In particular, according to the O'Connor Plan, such a new organizational aspect as periodic evaluation of judges was added. So, at the first stage of the procedure for selecting judges, the formation of judicial nominating commissions took place. The composition of these commissions had to necessarily reflect the interests of the public, which was achieved by including representatives from the non-legal sphere in their composition. The second stage provided for the appointment of a candidate selected by the nomination commission for the position of judge by the decision of the state governor or another official (Gubernatorial appointment). The third stage provided for periodic evaluation of judges' activities (Judicial performance evaluation). Thus, in the states of Arizona, Colorado, New Mexico and Utah, judges are evaluated at least twice during the term in order to improve their own work and prepare for re-election for a new term *(IAALS, 2014)*. Such an assessment should be conducted by a special commission, the majority of which should be members of the public *(IAALS, 2014)*. And the last, fourth stage involved voting (elections) among the residents of the relevant administrative-territorial unit for the possibility of prolonging the stay of judges in their positions (Retention elections).

This is the overall structure of the judicial selection process under Judge O'Connor's plan. As can be seen from its content, it actually proposes to use enhanced external control over the selection of candidates at each stage. And a mandatory component of almost every stage is public participation, which should ensure an increase in the level of accountability of judges to society and reduce the risks of influence from other branches of government or professional associations. Judge O'Connor's plan appears to be the most thoughtful and progressive approach to judicial selection. In its entirety, with all its components, it is used at least for judges of individual

instances in only seven states (Arizona, Colorado, New Mexico, Utah, Alaska, Missouri, and Tennessee) *(IAALS, 2014)*. In other states, it is used partially for the selection of judges of various instances. In total, individual components of the plan are used in 33 states *(IAALS, 2014)*. At the same time, it is worth hoping that it will certainly gain his greatest popularity in the near future.

Thus, five main models for selecting judges are used in the US today: non-partisan elections, party elections, gubernatorial appointments, the Missouri plan, and parliamentary appointments. Each state independently decides which model of selection of judges it will use and for which level of courts. Judge O'Connor's plan is not considered a separate model because it contains a substantial part of the Missouri plan at its core. At the same time, it is also definitely of interest as the most modern approach to the formation of the judicial corps.

9. Conclusion

The complexity of choosing the optimal model for the formation of the judiciary is confirmed by the numerous changes in legislation that many US states are going through, and the hope that there is only one correct universal method of selecting judges is a misleading point of view. Thus, in recent years, legislative procedures have been initiated to review the issues of using the method of selecting judges, including regarding: increasing the number of candidates for the position of judge that can be proposed by nomination commissions (Arizona, Missouri, Rhode Island, South Carolina, Tennessee), *(William E. Raftery, 2016)* adopting system of electing judges using nomination commissions (Minnesota, Pennsylvania), changes in the composition of nomination commissions (Alaska, Arizona, Florida, Indiana, Kansas and others), regarding the transition to party elections (Arizona, Georgia, Kansas, Montana, North Carolina), regarding transition to nonpartisan elections (Maryland, Missouri, Washington, West Virginia), etc.

Each of the methods has its advantages and disadvantages. The question is which method has more advantages or disadvantages and how critical they can be for the formation of an effective judiciary. Certain classical models, such as party and non-party elections, correspond to traditional ideas about the democratic power of society over the processes of formation of state power, including judicial power. Because of this, they do not lose their popularity, because the US is primarily a democratic state. At the same time, more sophisticated and complex methods of selection of judges, such as the Missouri plan or the plan of Judge O' Connor, are more adapted to modern conditions and they try to combine the best principles of other models of selection of judges. In view of the mentioned circumstances, it is worth hoping that the future lies precisely in these new methods and they will really live up to all the expectations placed on them by their authors and society.

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SOCIOLOGICAL PERSPECTIVES OF THE STUDY OF THE WAR FACTOR IN THE DYNAMICS OF COMPLIANCE WITH ANTI-PANDEMIC MEASURES (ON THE EXAMPLE OF FRONT-LINE KHARKOV)

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Summary

The article examines public opinion, reflecting the attitude towards the pandemic in the front-line city of Kharkov. The direct threat to life provoked by the war pushed the anti-epidemic security measures to the background, and the mass consciousness and behavior, steadily tuned in to the observance of the minimum components of anti-pandemic precautions, replaced COVID-19 with war. With the outbreak of a full-scale war in Ukraine, anti-epidemiological regulations aimed at combating COVID-19 ceased to operate, which had its own social consequences, which are gradually disclosed in the article. As part of the research work No0121U109814 «Sociological and mathematical modeling efficiency of management of social and epidemic processes for ensuring the national security of Ukraine», a series of blitz interviews was conducted, which made it possible to draw conclusions about how the perception of the pandemic among citizens.

In March-April 2022, 8 in-depth interviews were conducted with residents of front-line Kharkov. The results of this intelligence study allow us to put forward a hypothesis: the war did not just push the coronavirus threat to the periphery of the mass consciousness, but shifted its perception towards doubting its seriousness.

Key words: COVID-19, vaccination, pandemic, war in Ukraine, blitz interview; public opinion.

1. Introduction

The COVID-19 pandemic, in addition to a purely medical dimension, has plunged countries around the world into extreme social conditions. The fact that these conditions differed during the periods of the peaks of each wave and during the periods of attenuation of these waves does not negate the extreme nature of the social conditions of the pandemic as a whole. The rapid forced tightening of the rules of social life that accompanied the development of the pandemic was unprecedented for today's humanity. Citizens of Ukraine, like many others, seemed unlikely to encounter a higher degree of extreme social conditions. However, the war embodied this small probability with all persuasiveness.

On February 24, the extreme nature of social conditions for the citizens of Ukraine multiplied instantly. War itself does not just multiply the risks to human health: it makes life threats permanent and everyday. Because of this, health risks in wartime are often not defined by the mass consciousness as medical and are placed in a separate category. However, the routinization of health threats in wartime is not limited to whims in classification processes. One of its effects is a rethinking – or, more precisely, «overloading» – health threats that were relevant in the pre-war period, with a sharp decrease in their significance as a result.

On the rise of COVID-19, we clearly see that the pre-war relevance does not mean the de-actualization of the threat in the war. The priorities in the perception of Ukrainians are shifting, but objectively, the coronavirus still remains one of the main problems. Today, the situation with coronavirus is relatively controlled – this has been confirmed by the World Health Organization. WHO growth that the random number of deaths from COVID-19 has decreased by 90%, which means since the beginning of the year. However, despite the success of vaccination, herd immunity is still not achieved, the level remains high. So, if in February 2022 the weekly number of deaths exceeded 75 thousand, then in the last week of October 2022, WHO recorded a little more than 9400 deaths worldwide. «We have come a long way and this is definitely cause for optimism. But we continue to call on all governments, communities and people to remain vigilant»[1], WHO Director-General Tedros Adhanom Ghebreyesus said. At the same time, the World Health Organization notes that new strains of the disease continue to spread and the fight against the virus is in the active phase, which means that the vaccination process should not stop.

This is confirmed by the autumn surge of the virus in many countries. From October 31 to November 6, the number of new reported cases of coronavirus in the world was 2.1 million. By the end of November 2022, COVID-19 incidence records were updated in China: on November 25, more than 35,000 new cases were detected per day. Now the authorities of 31 provinces, on the territory of which there are also several huge megacities, are reporting outbreaks of the disease. Among them are the capital Beijing (more than 22 million inhabitants), a large shopping center in the south of the country Guangzhou (18.5 million), and several others.

In Ukraine, according to the Ministry of Health, in the last week of October, 16,378 new confirmed cases of coronavirus disease COVID-19 were detected. Among the confirmed cases of infection, 1641 were found in children and 273 in health workers. In addition, from 24 to 30 October, 99,204 people were vaccinated against COVID-19. Of all vaccinations given, 8.8% were first doses, 8.6% were second doses, 68.7% were first booster doses, and 13.9% were second booster doses. Also, for the week, the following indicators were recorded:
– hospitalized – 3900 people,
– deaths – 179,
– recovered – 29,413 people.
At the same time, for the entire time of the pandemic in Ukraine:
– fell ill – 5,312,632 people,
– recovered – 5,155,465 people,
– deaths – 110 186,
– tests carried out (by PCR and express) – 32 707 848[2].

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[1] WHO reports 90% drop in world COVID-19 deaths since February – https://www.cbsnews.com/news/covid-19-deaths-drop-since-february-world-health-organization/

[2] Official telegram channel of the Ministry of Health of Ukraine https://t.me/mozofficial/3070

It is clear that the statistics presented may not reflect the real situation with coronavirus in Ukraine, since some of the infected do not seek medical help. But even the official data provided is enough to confirm that COVID-19 still poses a real threat. Due to the increase in the incidence, including seasonal, in some regions, it was decided to resume the mask regime at the official level. For example, at the end of October, Cherkasy, Sumy, and Kyiv regions decided to return to the mask regime due to an increase in the incidence of coronavirus disease. First of all, we are talking about observance of the mask regime in the mall, trade establishments, public catering and other socially important facilities and transport.

The focus of our attention is the Kharkiv region, due to the border position and constant hostilities, which greatly hinder vaccination in the region. At the end of October, according to local authorities, the situation in Kharkiv and the region was under control. The mask regime has not been officially introduced, but residents are encouraged to get vaccinated. As of October 31, since the beginning of the pandemic, 314,435 laboratory-confirmed cases of coronavirus have been registered in the region, of which 304,465 patients have recovered, 7,213 people have died[3].

In addition to a noticeable increase in the incidence, doctors note that the symptoms of coronavirus have changed. According to medics, today the disease in mild forms can affect disorders of the gastrointestinal tract. In difficult cases, the coronavirus begins to «hit» the cardiovascular and cerebrovascular systems and even manifest itself as a stroke or heart attack. That is, the virus can be recognized as a disease that is not infectious in nature, which greatly complicates the process of making a diagnosis and determining the treatment protocol.

Thus, our study is **actual** because the coronavirus threat persists and the COVID-19 pandemic is ongoing with the renewal of virus strains. This issue is especially acute in Ukraine, which is in hyper extreme conditions due to ongoing hostilities since February 24, 2022. The city of Kharkov, which to this day has a front-line status, spent the first months of the war in maximum tension. The situation was literally military, the city outskirts were under heavy artillery fire, rocket and air strikes were carried out on the territory of all districts of the city. In February-March, most of the city's retail chains and outlets stopped their work. Municipal transport did not work, taxi services almost did not function; the stations of the stopped subway were used as permanent shelters, where Kharkiv residents hid with their families, not going out for weeks. Most of the pharmacies were also closed; it became a huge problem to get even the simplest medicines. In this situation, all anti-pandemic precautions were completely forgotten or deliberately discarded. None of the Kharkiv residents wore masks even in places of extreme crowding. Such places were not only the already mentioned metro stations, but also the railway station, bus stations, crowded with citizens trying to get out of Kharkov, which had suddenly become critically dangerous. In the waiting rooms, on the platforms, in the train cars and inside the buses, the crowds were so dense that during the trip those who stood could not move. In different parts of the city, crowded queues lined up in the few working supermarkets and bread stalls. A large number of residents of apartment buildings hid in basements, where they were also placed very close to each other. In all the listed locations, no one remembered observing anti-pandemic precautions, even the simplest masks. Moreover, even crossing the borders of other states by refugees from Ukraine, at least in the first months of the military confrontation, took place without observing anti-pandemic measures. In extreme circumstances, counter-COVID information and propaganda work was

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[3] Almost 115,000 vaccinations against COVID-19 have been carried out in Kharkiv Oblast since the beginning of the full-scale invasion of the Russian Federation − https://kharkivoda.gov.ua/news/118131

automatically curtailed; in the first months of hostilities, «booster» doses of vaccines against COVID-19 were not available.

The **problematic situation** has become absolutely clear: the fight against the COVID-19 pandemic has been completely pushed out of the agenda by the war. The immediate and obvious threat to life has not only relegated anti-epidemic security measures to the background, but completely deprived them of their significance, reducing even sustainable daily habits. The attention of the population switched to a more acute danger as the only one, ignoring all other threats, including the epidemic. Mass consciousness and behavior, steadily tuned in to the observance of the minimum components of anti-pandemic precautions, replaced COVID-19 with war.

We see an obvious and large-scale **problem** in a sharp increase in socio-epidemic risks due to a general decrease in anti-pandemic control and precautions during the war. We believe that the most important aspect of the ontological dimension of this problem is not only a general decrease in attention to the symptoms of COVID-19, ignoring social distance in crowded places, refusal to wear masks, but also the strengthening of the positions of anti-vaccinators and «corona conspiracy theorists». The described components of the problem, combined with the disruption of the medical statistics and pandemic alert services during the war, created a new argumentative field for the aforementioned quasi-ideologies. This is manifested, for example, in the mass distribution of the formula of black humor: «The war defeated COVID». The use of an «obvious» decrease in the COVID-19 threat (in fact, the effect of a decrease in media attention to it) when faced with the threat of war is interpreted by anti-vaccination propagandists as evidence of the illusory nature and artificial hypertrophy of the COVID-19 threat. And this, in turn, creates additional difficulties of a social and socio-psychological nature in the fight against a pandemic that is in no hurry to retreat.

The epistemological aspect of the problem lies in the lack of scientifically based information about the mechanism of changes in mass attitudes towards the threat of the spread of coronavirus infection, about the prospects for further reducing the motivation of the masses in the implementation of anti-pandemic behavioral practices. Based on this, several urgent **research questions** can be formulated:

– to what extent the rejection of safe practices is due to the panic effect, and to what extent - the lack of internal (internalized) belief in the meaningfulness of anti-pandemic security measures;

– how has the value-setting attitude towards the fight against COVID-19 changed, whether the resource for restoring safe behavior patterns has been preserved, and what are the conditions (in addition to the end of hostilities) for this restoration;

– what is the role in the formation and strengthening of socio-epidemic risks (namely, in the de-intensification of information coverage of the anti-pandemic fight) of the media sphere and higher medical state management;

– Finally, how receptive is the mass consciousness to the updated argumentative platforms of anti-vaccinators and «corona-conspiracy theorists», in particular, to the conditional argument «they don't get sick with covid during the war»?

Undoubtedly, questions of the structural and organizational level of social life are also important and interesting; for example, what is the scale of the decline in anti-pandemic control or how the COVID workload of medical institutions in Kharkiv has changed. However, the level at which the questions proposed by us are concentrated is the level of social relationships, the level of mass consciousness, social perception; this level is much more indicative of the intersection of social and medical problems. And it has long been clear that the solution of

anti-pandemic tasks is inextricably linked precisely with the level of social relationships, with the effectiveness of social and socio-political communication in a particular society, etc. groups that can act as locomotives for correcting mass skepticism about the effectiveness and justification of anti-pandemic control measures *(Lytovchenko, Muradyan, Chumachenko. (2021); Lytovchenko, Boyko, Baieva, Ostapenko (2021); Lytovchenko, Boyko, Nekhaienko O., Yashkina, Muradyan (2021))*, as well as the social dimension of anti-pandemic control in general *(Nekhaienko, Boyko, Chumachenko (2021); Nekhaienko, Boyko (2021))*. And in the problem raised by us in this article, we are also interested in aspects that lie in the plane of the social dimension of the COVID-19 pandemic, because if other aspects are constantly in the field of view of various specialists, it is sociologists who must deal with social aspects in order to mass protests or irrational indifference to one's own security did not become an unexpected and insurmountable obstacle to anti-pandemic measures developed by national and world organizations.

Of course, all the research questions formulated above cannot receive exhaustive answers within the framework of one article. We see the **purpose of this article** in clarifying the direction of further sociological research in this issue: it is necessary to determine how large-scale and deep the shift in mass perceptions of the significance of the threat of a pandemic is, how actors explain to themselves such drastic changes in mass assessments, how likely it is to further reduce the motivation of social masses in the observance of anti-pandemic precautions and what are the possible measures to counteract this decrease. The exploratory nature of our work does not imply a narrower specification of the goal: we are interested in all possible ways of further sociological research on the problem of the factorial role of the military situation in the extraordinary dynamics of attitudes and perceptions of the COVID-19 pandemic.

Coronavirus threat: perception in military Kharkiv. Research methodology. The need to clarify the directions of sociological reflection of a conditionally outlined problem field made it inevitable to turn to qualitative methods of sociological research. Technically, our task is to transform research questions into a valid hypothesis; observation, focused group interviews, or in-depth interviews are best suited for such tasks. However, in the first months, filled with the most acute military actions, it was extremely difficult to conduct such research in Kharkov. Constant shelling, a high level of projectile and missile danger in all districts of Kharkov, problems with transport made direct contact with informants as difficult as possible and significantly limited the possibilities of observation (in fact, everything that observation could give during this period is reflected by us in the introductory part of the article, in the description of the problem situations). These technical obstacles could be overcome with the help of technical means: sociology has accumulated sufficient experience in conducting both focused group and in-depth interviews remotely, using various video platforms. However, the content difficulty was really significant: the majority of Kharkovites were in a state of deep stress, provoked by the shock of the war, parting with loved ones (by that time there were already many dead among peaceful Kharkovites, many Kharkov families were separated after evacuation), material losses. In addition, for sociological research, a sharp decrease in the readiness of the majority of Kharkiv residents remaining in the city for a frank conversation with strangers was especially significant. The ideological and political views of Kharkiv residents, even in wartime, remained quite diverse; this ruled out the possibility of conducting a focus group study on any socially significant, sensitive topic that did not even directly affect the ideological aspects of military operations. These obstacles were also relevant for in-depth interviews; however, there remained such a form, quite suitable for exploratory research, as a blitz interview. The essence of this technique is simple: the interview guide is compressed

to three or four main questions, the main purpose of which is to obtain indirect information. The average duration of the interview is also reduced. At the same time, the information richness of the interview is not lost, and the fact that the informant does not know about the research being conducted gives the blitz interview the character of an experiment. Of course, this technique is not self-sufficient, and is suitable only for solving reconnaissance tasks; however, they are the main ones in our case.

The problems of access to informants described above prompted us to choose taxi drivers as informants. This is a rather specific nominal group, the representations of which in most cases lack uniformity and cannot be extrapolated to other social groups. However, these representations are not hermetic, and to some extent contain the opinions of other groups of citizens that taxi drivers encounter as passengers, which also satisfies our objectives. In addition, taxi drivers possess – albeit not on a stereotypically «solid» scale, but many – the most important quality for our special research conditions: communication skills. As part of the research topic No0121U109814 «Socio-mathematical modeling of the effectiveness of managing social and epidemic processes to ensure the national security of Ukraine», in March-April 2022, we conducted a blitz interview in Kharkiv with taxi drivers of one of the Kharkiv online taxi services. For taxi drivers, these were ordinary charter trips; each trip lasted at least twenty minutes; each blitz interview started as a normal conversation. Of the eleven taxi drivers we tried to talk to, eight willingly kept up the conversation and thus took part in the flash interview. Each interview contained questions about attitudes towards (non)compliance with anti-pandemic measures in war; at the same time, in six of the eight interviews, the interviewer practically did not have to give additional questions, and three taxi drivers actually started a conversation on the topic of COVID-19 themselves.

2. Results

During the interview, all informants themselves came up with such sub-topics as attitudes towards vaccination, assessments of the prospects for a pandemic threat. Six out of eight independently reproduced the thesis «they don't get sick with covid during the war» (in different formulations, for example, informant 1: «the war defeated the «corona», informant 3: «organisms mobilized because bombs are worse than the virus»). The two-remaining reacted to the very first mention by us of the thesis about the retreat of the coronavirus infection in military conditions. At the same time, different interpretations of the described situation were voiced, which can be summarized as follows:

a) the pandemic danger was initially exaggerated, «inflated», with the outbreak of the war, the need to update this topic disappeared, and the media stopped talking about COVID-19, and people, accordingly, immediately forgot about it:

– **informant 1:** *«TV does not talk about the «corona», there is a marathon everywhere, so everyone was «cured»;*

– **informant 5:** «*If everyone didn't buzz about the epidemic on every corner then, it would be like this now. What people hear is what they react to. Now we have war everywhere here, but the «crown», it turns out, is nowhere»;*

b) war is more dangerous than a coronavirus disease, so Kharkiv residents, trying to save their lives, simply ignore the task of the «lower» level, although the pandemic threat remains;

– **informant 3:** «*Well, I don't know if the virus has actually decreased; I just think that people are not up to it. Well, here you are going to look for bread, here at any moment you can fly in, well, as if not up to the mask, you understand»;*

– **informant 7:** *«Of course, I looked in the subway there – well, most of them are without masks, maybe only one in twenty. Well, the crowd, yes, there is generally unsanitary conditions. But just right there, like: "covid", maybe it will cling, or maybe not. And if «hail» flies through your window, then it's for sure, so to speak. And people, when they fled from the apartments, didn't even take all the normal clothes, what kind of masks are there, what a distance»;*

c) the coronavirus threat is artificial, it is the result of a large-scale conspiracy or a secret experiment on people's minds; but war as such an experiment is more effective, so the propaganda machine stopped pumping the masses with fear of COVID-19, and measures against the pandemic struggle were canceled by themselves;

– **informant 2:** *«And the «coronavirus» is simply not needed now, you know. Well, look, there is a war, you can no longer convince anyone, but simply directly force it. Show the barrel there, show the gun, that's all, that's enough. I have already forgotten when I heard about this COVID-19 on TV, but earlier, remember: every day, so many got sick, so many died. Everyone was afraid, but now they are even more afraid, because the war is more terrible. And with frightened people, you can do anything. Previously, they were not allowed out of the houses, because the virus was terrible, but now they were driven into basements, because the bombs are terrible, and the virus is no longer needed»;*

– **informant 8:** *«I think so, if the pandemic were true, then nothing would be lost right away, right? My nephew was traveling through Lvov to Poland – well, before the war, no one was let out without a certificate about the vaccine, but now they didn't even ask, they didn't even ask! Well, there's just no need to lie, that's all».*

It should be noted that in three cases the same informants voiced two (first and second) interpretations at the same time, that is, they are not necessarily perceived as alternative.

The attitude towards anti-pandemic control measures was formulated in two ways: 1) they are not necessary (due to the fact that the threat of COVID-19 is either exaggerated or completely imitated); 2) it would be nice if the citizens were reminded of the minimum-security measures – washing hands, wearing face masks:

– **informant 2:** *«Of course, now we don't even remember about these masks. Yes, you need to show the whole world, listen. We show the war, how they destroy us here. Let's open Europe's eyes to Russia – so let's open this nonsense with the coronavirus. Just to show: look, everyone is without masks, all in a crowd, and there are no sick people, huh?»*

– **informant 4:** *«In a good way, we should organize everything. Do not force people themselves – well, not before that there is some old woman in the basement. But just as volunteers from the city council give water and bread there, they can also give out masks. I guarantee that not all, but a third of the people there would use it, it won't hurt».*

At the same time, almost all informants showed varying degrees of skepticism about the continuation of vaccination. Informants rated it in general as superfluous (due to exaggeration or falsification of the threat):

– **informant 6**: *«No, I think that everything is done with vaccination. What else do you think will be vaccinated? So, no one will come here. No, well, they were so afraid, maybe they were going, but now it's clear that this whole pandemic is overblown, so why inject yourself with some kind of nonsense?»*

or as no longer relevant (due to the objective reduction of pandemic danger and the achievement of the required level of vaccination, or due to objective difficulties caused by the war):

– **informant 3**: *«It is hardly worth working with vaccines further. First, look, immunity is a complicated thing, in a normal situation it takes a long time to form, and then we were all*

shaken up. And the first vaccines, it seems to me, are just enough now. It's crazy money to buy everything. Ukraine is simply not up to it. And you can't force people, vaccines will deteriorate. For those who left, let them get vaccinated abroad.»

Only one informant, a young man with a secondary technical medical education (which he himself reported, explaining his position by this), stated that vaccination should be continued, despite the war.

The last interesting block of information obtained during the blitz interview is «educational conspiracy theories»: the reproduction of information from anti-vaxxer publics, telegram channels, from conspiracy YouTube videos and blogs. Three informants enthusiastically explained that the war did not just "defeat" COVID-19, but showed the absolute correctness of those who consider the coronavirus threat a fiction, the result of a global medical and political conspiracy. All three, in different formulations, voiced the same «conclusion»: in military Kharkiv, "no one dies from the coronavirus," because the secret conspirators fail to maintain a falsified picture of medical statistics and news in military conditions:

– **informant 2:** *«They need to work on all fronts, so to speak, in order to keep the picture. And now they have a different front, and the picture is different. That's it, the pandemic is over. But they said from the very beginning that there can't be such a pandemic from a simple mutant flu, it's for chickens to laugh at»;*

– **informant 8:** *«There, an educated person writes, well, he is a doctor, a virologist there, you understand. He writes bluntly: that's it, we've arrived, war, of course, is evil, but it can also be useful. And now all this, which was drowned for the «coronavirus», the edge has come. I'm telling you; we'll see how the revelations go after the war. Although they will pay off anyway, there are such capacities in this WHO, with these pharmacists. But now it will be harder to lie».*

It should be noted that emotions of irony and irritation prevailed in the blitz interview: the topic of the coronavirus during the war is perceived by informants as fascinating, but not serious, anecdotes and "meme phrases" are quite enough to discuss it.

3. Conclusions

We emphasize once again: the results of the study do not allow us to draw any conclusions due to the specifics of the methodology itself (for example, only men participated in the blitz interview, which already significantly narrows the range of opinions presented). We limited the study to search tasks. The results of our **intelligence research** show that all of the research questions we have posed are promising for further research. The data obtained allow us to put forward a hypothesis that the war did not just push the coronavirus threat to the periphery of mass consciousness, but shifted its perception towards skepticism, either conspiracy theory or empirical. The verification of this hypothesis requires the search for an answer to all the research questions posed by us. And this is possible only when conducting a series of sociological studies using both qualitative and quantitative methods. Particular attention should be paid to the everyday discourse of the pandemic threat, content analysis of media messages (especially video blogs and Telegram channels) on the topic of coronavirus in military conditions, focus group interviews and mass polls in relation to vaccination, conspiracy theories, including indicators of deep internalization of attitudes on compliance with anti-pandemic measures.

Finally, even at this stage, it is possible to preliminarily formulate the directions of social engineering activities necessary to correct the problem situation. For example, it is necessary to form a package of counter manipulative measures to overcome the effect of the

"obvious" argument about the «impossibility» of coronavirus disease during the war. This package should include tools operating in the «new media sphere»: there is reason to believe that traditional media, including television, play a minimal role (compared to video blogs and telegram channels) in the dissemination of updated conspiracy ideas about coronavirus and anti-vaccination messages. Specification of these tools, predictive assessment of their effectiveness, monitoring content correction can and should also become tasks solved by sociological tools.

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ESSENCE AND STRUCTURE OF ORGANIZATIONAL SUPPORT OF LAW-ENFORCEMENT AGENCIES OF UKRAINE

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Summary

The article studies the concept and structure of organizational support of law enforcement agencies of Ukraine. The author substantiates the thesis that organizational support of law enforcement agencies is not limited to the organization of their work, and therefore can not be defined solely on the basis of the provisions of management science. Effective performance of duties assigned to law enforcement agencies largely depends on the provision of resources provided by the state budget. Based on the results of the analysis of the current legislation, attention is drawn to the lack of proper legal regulation of the organizational support of law enforcement agencies, as well as to the contradiction of some of its provisions with each other. The main methods used in the study were: logical methods (analysis and synthesis, induction and deduction), comparative legal method, systematic and formal legal method. Special attention in the article is paid to the organizational and legal support of law enforcement agencies, which consists in the analysis of current legislation and the practice of its application, making proposals for their improvement, working with regulations and reference and advisory activities. The material presented in the article allowed to offer the author's vision of the structure of organizational support for the activities of law enforcement agencies, which includes: organizational, legal, personnel, financial, logistical and information support.

Key words: law enforcement agencies, organizational support, personnel, financial, informational, material and technical, organizational and legal, current legislation.

1. Introduction

A necessary component of systemic transformations in the State, in particular in the context of European integration, is to ensure the implementation of constitutional functions and powers, improve external and internal communications, introduce a modern human capital management system, and improve resource support for law enforcement agencies *(Strategy for the Development of Prosecution Authorities for 2021–2023, 2020)*.

Despite the importance of addressing these issues, today there is no common understanding of the concept and content of "organizational support" of law enforcement in the legislation and scientific literature. In the domestic legal science, O.I. Bezpalova, A.L. Borko, V.L. Hrokholskyi, L.M. Davydenko, R.O. Kuibida, D.V. Mandychev and others devoted their works to the problems of organizational support of law enforcement agencies. At the same time, revealing the concept and content of organizational support, scientists took as a basis the scientific provisions developed by the science of management.

However, law enforcement is a special type of activity of state bodies, which makes it necessary to reveal the content of organizational support not only from the point of view

of management, but also taking into account the place of law enforcement agencies in the mechanism of public administration, as well as the norms of current legislation governing their activities.Given the above, the purpose of this article is to study the essence and structure of organizational support for the activities of law enforcement agencies of Ukraine on the basis of theoretical provisions of the science of administrative law and the norms of current legislation of Ukraine.

To achieve the purpose, the following tasks are to be solved: 1. To outline the main approaches to the definition of the concept of organizational support in management theory; 2. To determine the main features of organizational support for law enforcement agencies; 3. To study the provisions of current legislation that defines the structure of organizational support for the activities of public authorities; 4. To reveal the concept of organizational and legal support of law enforcement agencies as a direction of ensuring their activities. 5. To offer the author's vision of the structure of organizational support of law enforcement agencies of Ukraine.

The methodological basis of the article is a system of philosophical, scientific, general and specific methods of scientific research. The comparative legal method was used to compare the provisions of legal acts regulating the organizational support of various public authorities in Ukraine. The systematic method allowed to reveal the structure of organizational support of law enforcement agencies, the formal legal method allowed to interpret the legal norms that regulate the activities of organizational support of state bodies in a logical sequence using special legal terms and constructions.

2. Organizational support in management theory

In the current legislation of Ukraine there is no definition of "organizational support". To understand this term, the legal literature uses the concept of "organizational".In the science of economics, the concept of "organizational support" is considered from the standpoint of four approaches: systemic, operational, structural and regulatory. From the standpoint of the system approach, "organizational support" is considered as "a complex set of stable, deliberately created links and interaction of elements of the production and management system that arise in the process of functioning and development of the enterprise".

M. M. Yermoshenko uses an operational approach and emphasizes that "organizational support is the creation of all necessary conditions for normal functioning, provision of human, financial, material and technical and other resources aimed at creating conditions for the implementation of activities *(Yermoshenko M.M., 2008: 62)*. The same opinion is shared by T. O. Kolodizieva, studying the logistics systems of enterprises *(Kolodizieva T. O., 2012: 255)*.

L.V. Karyelova considers organizational support of ministries' activities as a type of activity in the field of management aimed at creating conditions for the intra-system organization of ministries for the effective performance of their clearly defined functions and tasks, as well as interaction with other ministries and public administration entities *(Karyelova L.V., 2012: 122)*.

Representatives of the structural approach emphasize that "organizational support is the regulations, instructions, orders, qualification requirements and other documents that regulate the organizational structure of the system and their interaction with the complex of system tools". The main attention in this approach is focused on the documentation that regulates the process of enterprise functioning. The work is carried out by departments in accordance with their functional responsibilities *(Kovalenko N. V., 2019: 69-70)*.

According to the normative approach, organizational support is a set of methods and means that regulate the interaction of workers with technical means and with each other

in the process of system development and operation. Thus, S.A. Tsymbalyuk, considering the issue of organizational support of motivation of managerial personnel, defined this process as the integration of departments of human resources, legal support, development of corporate culture, occupational safety and fire safety, social development into a single personnel management service, which will improve the coordination of these units *(Tsymbalyuk S.A., 2012: 85)*. That is, the basis of organizational support, according to the position of the scientist is the interaction of structural elements of the system, in this case – all structural units of a particular enterprise.

Summarizing the above approaches to the understanding of organizational support, N.V. Kovalenko considers organizational support as a system of processes and procedures for the implementation of the enterprise's activities in accordance with the developed strategy and set goals, which ensures the relationship between the departments of the enterprise and provides them with the necessary resources *(Kovalenko N.V., 2019: 70)*.

3. Structure of organizational support in the legislation of Ukraine

There is no unified approach to the structure of organizational support in the current legislation. Thus, Art. 87 of the Law of Ukraine "On the Prosecutor's Office" stipulates that ensuring the functioning of the prosecution system provides for:

1) determination in the State Budget of Ukraine of expenditures for financing of the prosecutor's office not lower than the level that ensures the possibility of full and independent exercise of its powers in accordance with the law;

2) legislative guarantee of full and timely financing of the prosecution;

3) guaranteeing a sufficient level of social security for prosecutors.

Article 91 of this Law also provides that the prosecutor shall be provided with a separate workplace and the necessary means for work. Prosecution bodies are provided with transport and material and technical means in the manner approved by the Prosecutor General, within the limits of expenditures approved in the State Budget of Ukraine for the maintenance of prosecution bodies.

Local state administrations and local self-government bodies provide the prosecution bodies and institutions located on their territory with appropriate office premises on a lease basis.The analysis of these norms allowed some scholars to conclude that the organizational support of the prosecutor's office is limited by timely and full funding of the prosecutor's office, satisfaction of its needs in premises, transport, material and technical means necessary for work, guaranteeing a sufficient level of social security of prosecutors, etc.In this regard, we agree with the opinion of O.V. Melnyk that, despite the title of Section X of the Law of Ukraine "On the Prosecutor's Office", "Organizational Support of the Prosecutor's Office", the measures listed in this section are aimed exclusively at material, technical and financial support *(Melnyk O.V., 2021: 27-32)*. This also applies to the provisions of Section XI of the Law of Ukraine "On the Judicial System and Status of Judges".

In our opinion, sections X of the Law of Ukraine "On the Prosecutor's Office" and XI of the Law of Ukraine "On the Judiciary and the Status of Judges", which are called "Organizational Support of the Prosecutor's Office" and "Organizational Support of the Courts" respectively, do not indicate that organizational support measures should include only those listed in these sections. However, we believe that the norms contained in these sections allow us to consider organizational support much wider.

This is indicated, in particular, by part 2 of Article 88 of the Law of Ukraine "On

the Prosecutor's Office", which states that the prosecutor's office and other state authorities participate in the organizational support of the prosecutor's office in cases and in the manner stipulated by this and other laws.

Part 2 of Art. 174 of the Law of Ukraine "On the Judicial System and Status of Judges", enshrines the participation of the High Council of Justice, the High Qualifications Commission of Judges of Ukraine, the State Judicial Administration of Ukraine and the National School of Judges of Ukraine, other state authorities and local self-government bodies in the organizational support of the courts in cases and in the manner stipulated by this and other laws *(On the Judicial System and Status of Judges, 2016)*.

We believe that the above provisions confirm that, although these laws do not define the list of measures included in the organizational support, organizational support in any case is not limited to financing and logistical support of the activities of the relevant bodies, but also includes other measures that are carried out both in accordance with these and other laws.

Considering the above, there is a need to determine a specific list of measures for organizational support of the activities of the public authority as a whole. The position of the legislator on this issue cannot be considered logical and consistent. This conclusion can be made based on the results of the analysis of the current legislation regulating the organizational support of various authorities and their activities.

To do this, first of all, let us refer to the already mentioned Law of Ukraine "On the Prosecutor's Office" and the Law of Ukraine "On the Judiciary and the Status of Judges". The content of their respective sections indicates that the measures of organizational support include financing and material and technical support.

However, part 1 of Article 47 of the Law of Ukraine "On the Cabinet of Ministers of Ukraine" states that the Secretariat of the Cabinet of Ministers of Ukraine provides organizational, expert-analytical, legal, informational and logistical support for the activities of the Cabinet of Ministers of Ukraine.

Similar provisions are enshrined in clause 1 of the Regulation on the Secretariat of the Verkhovna Rada of Ukraine, approved by the Order of the Chairman of the Verkhovna Rada of Ukraine No. 769 dated August 25, 2011 *(Regulation on the Secretariat of the Verkhovna Rada of Ukraine, 2011)*, which states that it is a permanent body that provides legal, scientific, organizational, documentary, informational, expert and analytical, financial and logistical support to the activities of the Verkhovna Rada of Ukraine, its bodies and MPs of Ukraine. Consequently, it is clear from the content of these norms that the organizational support of the Cabinet of Ministers of Ukraine does not include neither information, nor financial or logistical support.

A different approach of the legislator is observed in clause 2 of the Regulation on the State Judicial Administration of Ukraine, according to which the State Judicial Administration of Ukraine provides organizational and financial support for the activities of the judiciary in order to create appropriate conditions for the functioning of courts and judges.

At the same time, organizational support means measures of material and technical, personnel, information, organizational and technical nature, maintenance of court statistics, record keeping and court archives. This approach has found support in the science of administrative law.As noted by L.A. Drobotova and A.P. Gel, the organizational support of the courts should be understood as "measures of material, technical, personnel, financial nature aimed at creating appropriate conditions for the administration of justice" *(Drobotova L.A., 2012: 62)*.

O. M. Dubenko in addition to material, technical, personnel and financial, organizational

support also includes regulatory support *(Dubenko O. M., 2009: 103)*. A similar opinion is held by P.I. Shahanenko, who suggests that organizational support of the prosecutor's office activity should be understood as a complex of regulatory, logistical, financial, personnel, information and operational measures aimed at rational distribution of work activities, guaranteeing the legal status of prosecutors, providing adequate working conditions, maintaining organizational discipline and a psychologically healthy atmosphere in the collective in order to achieve high efficiency of the prosecutor's office in the exercise of its powers and includes regular daily procedural and other activities of the prosecutor's office, as well as control and evaluation of the work performed *(Shahanenko P. I., 2015: 144-147)*.

P. Ihonin and D. Pryimachenko suggested the definition of organizational support of the judiciary as "a set of administrative, financial, informational, organizational and logistical measures implemented by the State Judicial Administration, which have a non-procedural nature of influence and are aimed at creating and maintaining proper conditions for the effective functioning of the judiciary" *(Pryimachenko D., Ihonin R., 2013: 60)*.

For instance, A.I. Berlach, studying the issues of organizational support of public administration in emergency situations, defines it as a set of regulatory, logistical, financial, personnel, informational and operational measures aimed at eliminating a real or potentially possible threat, eliminating negative consequences, restoring law and order, as well as protecting the rights and freedoms of human and citizen *(Berlach A.I., 2013: 26)*.

Summarizing the structure of organizational support of law enforcement agencies proposed by the authors, we agree with the inclusion of personnel, information, financial and logistical support. At the same time, we cannot agree with the opinion of those authors who include regulatory support here, since the regulatory (legislative) support of the activities of a public authority is not covered by the concept of organizational support of its activities, because the mentioned above means activities that have nothing to do with lawmaking *(Borko A.L., 2008; 2)*.

4. Measures of organizational and legal nature

The analysis of the norms of the current legislation indicates the need to distinguish such a structural element of organizational support as organizational and legal support. It is provided, in particular, by the Regulation on the General Inspectorate of the Prosecutor General's Office *(Regulation on the General Inspectorate of the Prosecutor General's Office, 2021)*, Regulation on the Specialized Environmental Prosecutor's Office (as a Department) of the Prosecutor General's Office *(Regulation on the Specialized Environmental Prosecutor's Office (as a Department) of the Prosecutor General's Office, 2021)*, Regulation on the Specialized Anti-Corruption Prosecutor's Office of the Prosecutor General's Office *(Regulation on the Specialized Anti-Corruption Prosecutor's Office of the Prosecutor General's Office, 2020)* and consists in the following:

– analysis of the legislation of Ukraine in the relevant field, its applicability, identification of gaps and contradictions;

– elaboration of legislative proposals, draft laws and other legislative acts, making suggestions and comments on them;

– preparation of proposals for improvement of legislation in the areas related to the activities of the prosecution authorities of Ukraine, including taking into account international standards and rule-making and experience of other states;

– systematization, accounting and storage of legislative acts, keeping them in a control condition, as well as providing control copies of the texts of normative legal acts to the

employees of the prosecution bodies;

– conducting advisory and reference work to inform prosecutors about the entry into force or invalidity of normative legal acts, their official publication, as well as the preparation of reviews of new legislation *(On the organization of work on legal analysis, systematization and accounting of legislation in the prosecution authorities, 2016)*.

Organizational and legal support for the activities of the National Police, Financial Investigations Service, National Anti-Corruption Bureau of Ukraine is provided for by the Regulation on the National Police *(Regulation on the National Police, 2015)*, the Resolution of the Cabinet of Ministers of Ukraine "Some questions of the organization of activities of the Bureau of Economic Security of Ukraine" of October 6, 2021 № 1068 (Some questions of the organization of activities of the Bureau of Economic Security of Ukraine) and the Law of Ukraine "On the National Anti-Corruption Bureau of Ukraine" *(On the National Anti-Corruption Bureau of Ukraine, 2014)*, respectively.

5. Conclusions

In conclusion, the approach proposed in the legal literature to the organizational support of law enforcement agencies as to the organization of their activities, which is based on the provisions of management theory, covers only part of its structural elements.

Organizational support of a law enforcement agency involves both internal management activities (operational management of material, personnel, information resources) and external resource (financial, technical) support at the expense of the state budget, which is carried out on the grounds and in the manner prescribed by applicable law.

In view of the above, the main features of organizational support are as follows:

1. It is carried out in the manner prescribed by the current legislation;

2. It is carried out by state bodies and their officials who are vested with the relevant powers;

3. Aimed at ensuring the implementation of the tasks defined by the legislation;

4. It is carried out at the expense of specially allocated budget funds, as well as own funds received from activities provided by law.

The norms of the current legislation of Ukraine, which regulate the activities of public authorities, including in the field of law enforcement, contain different, sometimes contradictory understanding of organizational support.

The structure of organizational support of law enforcement activity is formed by such elements as: organizational and legal, personnel, financial, material and technical and information support.

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NETOCRACY AS A FORM OF INFORMATION SOCIETY MANAGEMENT

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Summary

The article examines the change in the paradigm of modern society's existence, the transformational processes of which affect all its spheres. Special attention is paid to the study of mutual relations and communication between various social institutions, in particular, in the field of public administration.

Attention is focused on non-democratic processes in modern management activities as a special form of information society management. The development of modern management is considered through the prism of deliberative democracy, in which members of society recognize each other's ability to deliberate (public exchange of reasonable judgments).

Key words: information society, netocracy, deliberative democracy, management, power.

1. Introduction

The modern information society is characterized by a dynamic movement of transformations caused by the constant acceleration of processes that affect not only the social spheres of human existence, but also the moral and value understanding of what is happening around a person. Today dictates a fast pace of development, as a result of which society has practically no time left for full adaptation to constant changes and for a sense of stability.

Therefore, the paradigm of the existence of society in general is changing – a radical transformation is taking place in all spheres of society, in socio-political and socio-economic relations, in power, in communications between power and society, etc.

Taking into account the heterogeneity of society and the pace of civilizational development, the form of governance and the state system, in which society has become globalized in social, political, economic, cultural, etc. spheres, we can state that in modern society it is not just the replacement of the «old» with the «new», but a kind of accumulation that forms a high level of multiplicity, which complicates all processes of human existence.

Today, it is very important for everyone, especially the authorities, to understand that modern globalization conditions can lead to the segregation of society and the formation of a new architecture of the world order. Therefore, it is important to strive to become a subject and not an object of these processes. This is facilitated by the pervasiveness of the latest information and communication technologies, networks, means and methods of communication.

Today, the means of mass communication, which thanks to modern technologies have practically «gained power» over people, are intensively displacing the mass media. Representatives of the information society spend more and more time on the «spaces of the Internet». Of course, such changes do not occur separately from social, political, economic, humanitarian or other transformations, because the globalization of society expands the opportunities for an individual person as well.

The specified changes indicate the transition of society to another civilizational stage of development, the genesis of a new type of society, which today is named differently: post-industrial, informational, digital, Internet society, infocratic, mediacratic, non-cratic.

2. Information society: changing paradigms

We can tentatively consider the beginning of the XXI century as the beginning of the formation of a new type of society – the period when communication technologies acquired mass status and became accessible to the majority of the population, regardless of their national and religious affiliation, social status, political views or cultural values. Today, we are experiencing a transitional stage of civilizational development, during which the capitalist system has not yet lost its significance and influence, and the new one has not yet been fully formed, and therefore does not meet the urgent needs of society.

Currently, the issue of further development of society, relationships and communication between various social institutions is extremely relevant for scientists of various fields. The study of the mentioned problem in the field of public administration seems especially important, since the full functioning of society is possible only thanks to the established interaction between the state and society.

The outlined problem was studied by a number of foreign and domestic scientists, among them: D. Bell, Y. Habermas, O. Lyashenko, G. Pocheptsov, E. Romanenko, V. Stepanov, E. Toffler, M. Tur and others.

Despite the considerable number of scientific studies of the information society, power, power relations, management, the need for further research is growing. This is due to the dynamics of modern globalization changes, which lead to the actualization of the essence of communicative relations between the government and the information society.

The industrial and information revolutions became a catalyst for the commercial use of artificial intelligence, smart technologies, cyber technologies, genetic engineering, etc. All this is gradually forming a new level of globalization of social values, moral and ethical norms, corporate and state management, relations between the government and society, etc.

A specific feature of the above is the determination of the role of information, which is currently a strategic resource. The new reality is formed on completely different paradigms, and no matter how the future socio-economic formation is nominated, information will play a leading role in it – as a basic factor of productive forces, and as a key component of the processes taking place in society *(Knyazyev, 2003 : 9).*

Apologists of the theory of netocracy A. Bard and J. Soderqvist note that in the information society origin, social level, gender or skin color will not be of decisive importance, instead, personal status and influence will be determined by a person's ability to perceive and process information, the level of social intelligence *(Bard, Soderkvist, 2004 : 165).*

Today, thanks to modern information and communication technologies, the colossal amounts of information produced are available to all users, regardless of their location, and the only criterion that can be an obstacle to understanding information is the language of communication. However, this issue is also solved by universalizing the language (currently the most common languages are English, French, and Chinese). In addition, there are a large number of programs capable of qualitatively translating masses of information in a short time.

Another specific feature of the information society is its mobility. Representatives of modern «nomadic» society have the opportunity to move freely over considerable distances, without losing the opportunity to communicate or learn information thanks to technical

capabilities. In this regard, researcher Z. Bauman notes that today mobility has become the most powerful factor of stratification in the world *(Bauman, 2004 : 19)*. By mobility, he understands the substance from which «new, increasingly global social, political, economic and cultural hierarchies are built and rebuilt every day» *(Bauman, 2004 : 19)*.

In turn, the Swedish authors in the work «Nätokraterna» predict that the development of the information society will lead to significant migration of people. According to A. Bard and J. Soderquist, the new highly mobile elite will migrate to attractive places for themselves mainly for cultural reasons, and such migration will express the lifestyle of neocrats (the new ruling class) in the information society *(Bard, Soderkvist, 2004 : 94)*. In their vision of the information society, the researchers emphasize a new social paradigm, according to which the «lower class» – the consumerism – is often ruled. The fundamental difference between these classes, according to A. Bard and J. Soderquist, is that the neocrats control the production of their own desires, while the consumerism is subject to the instructions of the elite *(Bard, Soderkvist, 2004 : 100)*. In the case of neocracy, the issue of traditional needs (social, economic, financial, political, material, etc.) is replaced by the paradigm of ensuring one's own desires by the «higher class» at the event level and possessing information resources.

3. Non-democratic processes in modern society

Taking into account the above, a natural question arises: how will the non-democratic elite fully carry out its «activity»? After all, at present, classical forms, methods, and management mechanisms are effective within the industrial society, and the specifics of their application in the information society have not yet been thoroughly investigated. Currently, we can state that the transformation of the functioning of traditional institutions of power, state institutions, relationships between the government and society is gaining momentum. At the same time, the transition from one paradigm to another does not consist in the multiplication of the new to the already known, but in the fact that new or already known facts, highlighted in a new way, have changed the picture of the world. As soon as we realize that «the former view of the world is outdated and cannot explain a certain phenomenon, but it cannot be denied or ignored – then it is necessary to get rid of a huge amount of unnecessary knowledge. This is one of the inevitable victims of the paradigm shift» *(Bard, Soderkvist, 2004 : 25)*. Therefore, a person cannot be in two societies at the same time, and the final transition to the information society is inevitable.

Today, the government, having extraordinary opportunities thanks to the latest information and communication technologies, does not get the desired reverse effect, which was previously provided by the use of the traditional model of communication.

The gradual coverage of an increasingly large audience of society by traditional mass media, in turn, made it possible to increase the effectiveness of the state information policy. Subsequently, thanks to the Internet, the government has even more opportunities, but it is very surprising, as A. Bard and J. Soderquist point out, that today the global network is promoted as a tool that will contribute to the final triumph of democracy. In fact, the Internet is only responsible for a new information and technological environment in which pluralism flourishes due to natural selection, and democracy, as a form of government, is doomed to defeat *(Bard, Soderkvist, 2004 : 150)*.

It is necessary to remember that society has always independently created its future. This is happening even now. It is worth realizing that when forming a new social reality, we must take into account civilizational experience, extrapolating it to modern trends in the

development of society and social institutions, as indicators of the relationship between society and the government through the mediation of modern communications.

4. Modern management through the prism of deliberation

Considering such non-democratic processes, it will be appropriate to consider the development of modern management through the prism of deliberative democracy, in which members of society recognize each other's ability to deliberate – the public exchange of reasonable judgments *(Kohen, 2006 : 161),* and the legitimacy of the results of the discussion is based not simply on the wishes of the majority, but on the results of the collectively reasoned thoughts of those interested in solving the problem.

Modern political life is a symbiosis of «bargaining» and «compromise», conflicting interests and a general advisory process regarding the implementation of state policy, taking into account rational public arguments or consultations. The inclusion of elements of deliberation in political life is currently a widespread trend, because according to the deliberative model, «legitimization of power and agreement in society is achieved primarily through communicative procedures – rational discourse, dialogues, reasoned debate, constructive criticism, compromises, sociological surveys, referenda. <...> The participants of the discourse must see the world through the eyes of another, be ready to give up their preferences if they interfere with the compromise that is possible thanks to free, not forced choice and on the basis of convincing arguments» *(Van Khoyek, 2006 : 82).*

Today, the crisis of traditional democracy is not directly related to a general loss of confidence in the activities of politicians – «it is accompanied by an increasing concern about their growing helplessness. <...> The silent protest of an increasing number of citizens who do not leave their sofas to vote is not caused by abuse of power, but by the inability to use it» *(Bard, Soderkvist, 2004 : 53).* We cannot but agree with the opinion of M. Castells that the tragedy lies in the fact that at a time when «the majority of the countries of the world finally gained access to the institutions of liberalism (which are the basis of democracy), these institutions appeared to be far from real structures and processes, they seem with a sinister smile on the new face of history» *(Kastel's, 2004 : 297).*

In turn, the non-democratic approach allows for the integration of management and deliberative politics in the virtual information space, which creates favorable conditions for the formation of an effective electronic democracy, as a logical continuation of the transformation of socio-political processes in the conditions of the formation of an information society. Modern information and communication technologies, thanks to which it is possible to implement e-democratic processes, as a form of social relations in which citizens and institutions of civil society are involved in state formation, state administration, local self-government, etc., make it possible to strengthen the participation of citizens in public life; to improve the response of subjects of power to appeals from citizens; make the decision-making process of authorities transparent and accountable to the public; to contribute to public discussions and draw public attention to the decision-making process. Therefore, effective electronic democracy provides the opportunity for every citizen to participate in the formation and implementation of state policy, decision-making by authorities, while using information technologies for two-way interactive communication between the state and society.

Modern information and communication technologies have not only opened up new horizons for traditional types of communication (press, radio, television), but also made it possible for society to access various databases, which enables the free acquisition of large

amounts of information, the exchange of experience with practically the whole world in the mode online, thereby leveling the barriers of time, distance, nationality, language, etc., relevant for the foundations of a traditional «settled» society. As Z. Bauman notes, with the emergence of the global information web, a third, cybernetic space was formed over the territorial, urban, architectural space of our world, which is under construction *(Bauman, 2004 : 31),* which makes it possible to join global information networks, economy, science, education, management system, etc.

According to I. Eidman, the «regulated information society» (television society) is transformed into a «free information distribution society» (Internet society), in which the technological capabilities of the Internet create conditions for the transition from a modern society of private property and representative democracy to a direct Internet society democracy and free dissemination of information *(Eydman, 2007 : 336),* as the main capital of our time and an attribute of the neocratic coordinate system. Under such conditions, the modern management system enables the use of a wider range of mechanisms and tools for conducting a reasoned dialogue with society and actualizing the role of deliberative democracy. At the same time, the public has access to masses of information and the possibility of a direct dialogue with the authorities, which contributes to the adoption of an optimally balanced decision.

5. Conclusions

Today, a significant number of information and analytical projects and systems have been created that simplify decision-making processes or even offer ready-made solutions (mostly this happens in areas with a complex management system structure). Therefore, taking into account the experience and technical capabilities, modern society is ready and capable of actively introducing such a form of social relations as electronic democracy. However, the political will of the ruling elite for change remains not fully clarified, because this may lead to the transformation of the essence of the traditional institution of democracy, since «Internet democracy does not need intermediaries between the voter and the government, there is no place in it for political parties called to mobilize by manipulative methods voters' activity to solve the social tasks of their leaders. <...> There will be a desacralization of political governance and the transformation of executive power elections from a manipulative show into the purchase and payment by the consumer of a necessary average service» *(Eydman, 2007 : 337).*

However, taking into account the current pace of development of the information society and mass informatization, we can state that certain elements of electronic democracy, which have successfully passed the test, are gradually being introduced into widespread use. Therefore, we can talk about the gradual formation of non-democratic management, which acquires more and more mechanisms, tools, methods and forms of communication between the government and society.

At the current stage of the development of the information society, the non-democratic government has sufficient opportunities for communication at the latest level, therefore, the so-called conceptualization of the essence of the connections between the actualization of the non-democratic government and the processes of establishment of the information society takes place. The virtualization of space and the informatization of society today play the role of a catalyst in the formation of a new globalized society, and modern communication capabilities create prerequisites for open access to global information, which, in turn, contributes to the formation of deliberative democracy and influence on non-authoritarian government.

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MECHANISMS AND PRINCIPLES OF INTERACTION BETWEEN PUBLIC ADMINISTRATION ENTITIES IN CROSS-BORDER COOPERATION

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Summary

The article defines "public administration" as a set of principles, methods, forms, and means of impact on the activity of a region and a country as a whole. The operation of the mechanisms of interaction between public administration entities in cross-border cooperation is recommended to be categorized by interaction entities in the public domain, which, in turn, are divided by the number of entities, their composition, role, and participation. The article provides the classification of the mechanisms of interaction between public administration entities in the framework of cross-border cooperation: by the coverage with a legal framework that secures interaction, by the coverage with interaction, by the types of cooperation between interaction entities in a border region where a regional authority is the main entity, by the types of cooperation between interaction entities in cross-border region or space where a regional authority is the main entity, by interaction scope, by the results of interaction, by interaction intensity, by the levels of formalization and public administration, by initiative, by cooperation effect in a border region, and by the duration of cooperation. The mechanisms of interaction between public administration entities in a cross-border region or space are suggested to be divided by the features of interaction, coverage (based on the boundaries of cross-border space), activity sectors, the impact of other entities and institutions operating beyond the public domain, etc. The instruments of cross-border cooperation most frequently used by public administration entities at border areas of Ukraine are outlined, including international agreements, border cooperation agreements, Local Border Movement Agreements, Neighborhood Programs, joint cross-border development strategies, regional development strategies with priorities set on cross-border cooperation, regional cross-border cooperation development programs, new cross-border cooperation forms (Euroregions, clusters, industrial zones and parks, etc.), direct contacts – meetings, events, forums, etc. The article specifies the principles of public administration, including structural principles, principles of process, and principles of the final result.

Key words: public administration, interaction mechanisms, cross-border cooperation, cross-border cooperation instruments, public administration principles.

1. Introduction

Cross-border cooperation is impossible in a border area without the structural reconstruction of an efficient public administration mechanism on this territory, determining its entities, objects, and functions, and establishing a relationship between them in the management of socio-economic, environmental, scientific-technical, educational, and cultural processes and volunteering within the border area and cross-border region or space.

The issue of public administration development is widely discussed in scientific studies. The research on the cooperation between the public domain entities and participants of activities in the public domain is also quite comprehensive. The researchers consistently address the public and private sectors of the public domain in their studies. However, the mechanisms and principles of interaction between public administration entities are underresearched in the domestic and foreign literature.

For the purpose of a detailed examination of the real circumstances of interaction between the public administration entities and their impact and coordination in cross-border cooperation, it is worth determining and categorizing the mechanisms and principles of interaction between the public administration entities in cross-border cooperation.

2. Major aspects of public administration

In current conditions, public administration proceeds not from opportunities but rather from needs, and it stipulates the expression and application of human skills and risks at the local level, in each territorial unit, depending on their development direction.

Therefore, the offered definition of "public administration" represents a set of principles, methods, forms, and means of impact on the activity of a region and a country as a whole, i.e. it is the management of socio-economic, environmental, scientific-technical, educational, cultural, and military processes by all possible formal and informal entities of the region and the country. In other words, it is the management of the living activity both in individual local units and the country.

In turn, it means that the vertical downward transfer of authorities is being gradually replaced by horizontal links.

The responsibilities between the country as a whole and its regions are divided by the Constitution of Ukraine which stipulates that the Government keeps a limited range of areas it covers (defense, currency issue, postal service, railways, border guard service, etc.). The rest of the issues are covered by the regions. However, in wartime, many charities, voluntary associations, private enterprises, and individuals have taken over the function of provision of material or financial assistance to military funds. So, cooperation between private and public actors has entered another level. Their activity nowadays secures the result-oriented efficiency, harmonization, and coordination of administration.

As we can see, public administration in its classic form stipulates the impact of public authorities on the local level following the general patterns and having the monopoly of operation in the region. However, the reality shows possible active cooperation between governmental entities and private or public sector entities, their consolidation in networks, cooperatives, etc. The common objective, goal, and task accomplishment constitute the final result. Public and private actors are guided by consistency, coordination, and efficiency.

The same situation is observed in the cooperation between the public administration entities in the framework of cross-border cooperation. Therefore, it is worth paying attention to

how the mechanisms of interaction between the public administration entities in the framework of cross-border cooperation work. They can be categorized by the interaction entities in the public domain that, in turn, can be divided by the number of entities, their composition, role, and participation.

The number of interaction entities can be determined by two or more representatives that take common actions to solve the problems of the legal, economic, organizational, etc. nature of cross-border cooperation. They can include the entities of cross-border cooperation of adjoining border areas of neighboring countries, cross-border cooperation entities operating in the cross-border region, cross-border cooperation entities operating in the cross-border space where the area covered by the operation of one of the participants adjoins the border region while the other entity covers the border area of the neighboring country.

According to the Law of Ukraine "On cross-border cooperation", cross-border cooperation entities include territorial communities, their representative authorities, and local executive authorities of Ukraine. Legal entities, individuals, and NGOs are the participants in this cooperation. The reality shows that cross-border cooperation entities and participants stipulated in the Law of Ukraine "On cross-border cooperation", business entities, offices of cross-border cooperation organizational forms, analytical and monitoring entities, scientific institutions, volunteering organizations, individuals, etc. can be the public administration entities in cross-border cooperation.

3. Classification of interaction between the public administration entities in cross-border cooperation

The mechanisms of entities' interaction can be divided into main and indirect by their role in cross-border cooperation. Usually, the main role in cross-border cooperation belongs to public authorities, local governments, and executive authorities in the institutional domain, NGOs in project management, volunteering organizations and business entities in verbal agreements and preliminary connections, etc. Regarding the technical, financial, and organizational framework, the role of the public administration entities in cross-border cooperation can differ.

By the legal regulation, the mechanisms can be the following:

– legislated – an interaction mechanism when cooperation between the public administration entities and interested parties takes place in compliance with the current legislation of both parties, generally accepted international law, European Union standards, etc. The development of EU regulations, directives, and decisions that coordinate the functioning of Cross-Border Cooperation Programmes within the European Neighborhood and Partnership Instrument (called the European Neighborhood Instrument since 2014) that cover Ukraine is an example of such cooperation.

– traditional – cooperation between entities and interested parties takes place at the level of family and personal relations or in the form of random meetings, discussions, negotiations, etc. Nowadays, in times of the Russian invasion of Ukraine, this type of interaction is widespread among the representatives of volunteering organizations, business entities, regional executive authorities, and local governments.

– illegal (shadow) – cooperation between entities and interested parties beyond the legislation of both countries. The cooperation can be short-term, long-term, or one-time. This type is most common for border trade at the regional level in the framework of cross-border cooperation. It is called smuggling on a larger scale or state level.

By impact, the mechanisms of interaction between the public administration entities are divided into:

– direct – when the interaction between the cross-border public administration entities directly impacts the object through the use of respective regulators, namely the respective agreements, orders, programs, and other tools of the mechanism that express the will of the respective cross-border interaction entities. The object can be impacted in all development sectors: infrastructure, culture, education, social protection, etc.

– indirect – when the interaction between the cross-border public administration entities enables the impact on the cross-border cooperation object through the introduction of respective amendments into its functioning conditions through functions, interests, and stimulation. It necessarily stipulates the opportunity to choose behavior. By using these tools, cross-border cooperation entities do not directly change anything in the mechanism. They only create preconditions for changes.

Since the countries have different legal frameworks and functional provisions of the cross-border cooperation public administration entities, it is hard to detect their clear direct or indirect impact on objects. Moreover, joint agreements on cross-border cooperation, orders, and respective amendments are often of declarative nature.

By the stages of the living cycle, the interaction between the public administration entities is observed in:

– the forming of cross-border interaction between the public administration entities. This stage stipulates formal and informal meetings between the representative offices and organizations of border areas of neighboring countries, representatives of governmental entities of these countries, their acquaintances, etc.

– the increase in cross-border interaction between public administration entities due to signing cooperation agreements, memorandums, etc.

– the maturity of cross-border cooperation between public administration entities. Direct participation and implementation of various joint projects within the cross-border cooperation, etc. are usually observed at this stage.

– the decline of cross-border interaction between the public administration entities – an expression of no-confidence in one of the cross-border interaction entities. These examples most often occur after inefficient implementation of cross-border projects.

In Ukraine, the interaction between the public administration entities within the cross-border cooperation at all stages of the living cycle is clearly observed and manifested. The mechanism is well-developed and structured.

Meanwhile, cooperation or interaction between the public administration entities within the cross-border cooperation can be categorized by features of expansion, importance, result, level of interaction formalization, etc., which is shown in Table 1.

The development of joint mechanisms of interaction between public administration entities based on the given categorization can contribute to the establishment of efficient cooperation in the framework of cross-border cooperation. In turn, it stipulates the high level of cooperation between them and similar entities of border areas of neighboring countries. The improvement of these mechanisms can help establish cooperation in the framework of cross-border cooperation with NGOs, businesses, and other organizations and institutions of adjoining border areas.

Therefore, in fact, the mechanism of interaction between public administration entities in a border area seems to be a long-ago-formed algorithm of actions aimed at the creation of a product in various activity domains governed by the current legislation of Ukraine.

Table 1

**Categorization of interaction between the public administration entities
in the framework of cross-border cooperation (*developed by the authors*)**

Interaction mechanisms	Categorization of features
by the coverage with a legal framework that secures interaction	• international, • foreign; • cross-border, • state, regional, • local (district, city, town, village)
by the coverage with interaction	• within two neighboring countries; • within several cross-border regions; • within a Euroregion, cluster, park/zone, etc.; • within a cross-border region; • within two border areas on both sides of the border of a cross-border region; • within two border areas on both sides of the border of a cross-border region and adjoining area not included in the region; • within several district centers of a cross-border region; • within the cross-border region and adjoining administrative-territorial unit; • within the cross-border region and adjoining administrative-territorial units of the country that borders the region; • within adjoining administrative units of neighboring countries of two cross-border regions, etc.
by the types of cooperation between interaction entities in a border region where a regional authority is the main entity	• authorities – authorities • authorities – businesses (in the form of voluntary contributions or charity) • authorities – innovative structures of territorial organization (network structures) • authorities – territorial groupings / NGOs / volunteering associations • authorities – science
by the types of cooperation between interaction entities in cross-border region or space where a regional authority is the main entity	• authorities of country A – authorities of country B • authorities of country A – authorities + network structures of country B • authorities + academy of country A – authorities + academy of country B • (authorities + academy + network structures) x businesses of country A – authorities + academy of country B, etc.
by interaction scope	• culture • economy • environment • infrastructure • healthcare • military supplies • humanitarian aid, etc.

Table 1 (continuance)

by the results of interaction	• joint cross-border strategy • joint cross-border program • joint cross-border cooperation agreement • joint cross-border project • cross-border organizational form • cultural events, exhibitions, fairs in the CBC framework • education, trainings in the CBC framework, etc.
by interaction intensity	• established cross-border cooperation • growing level of cross-border cooperation • lack of cross-border cooperation • emergency aid due to war
by the levels of formalization and public administration	• Formal or regulated interaction between public administration entities in cross-border region or space as relations based solely on current law of two countries and signed cooperation agreements. • Informal interaction between public administration entities in cross-border region or space due to the lack of government regulation and availability of various arrangements not fixed in any protocols, framework agreements, etc., and based on personal relations.
by initiative:	• active • passive
by cooperation effect in a border region:	• vertical or subordination • horizontal • crossed • coordination • rearrangement • chaotic
by the duration of cooperation:	• long-term • short-term • one-time

The mechanism of interaction between public administration entities within a cross-border region or cross-border space constitutes the procedure or algorithm of actions in various activity domains performed stage-by-stage between public administration entities of border areas of neighboring countries based on the tools provided by cross-border cooperation and with the view to create a cross-border product *(Tsisinska, 2015:145)*.

The mechanisms of interaction between public administration entities within a cross-border region or space can be divided by the features of interaction represented in Table 2.

The mechanisms can also be divided by *area* (based on the boundaries of cross-border space *(Mikula, 2014: 241)*, *activity, the impact of other entities and institutions operating beyond the public domain*, etc.

4. The tools of the cross-border cooperation institutional framework

Ukraine doesn't have any legal mechanism of interaction between public administration entities of Ukrainian border areas with public administration entities of the neighboring
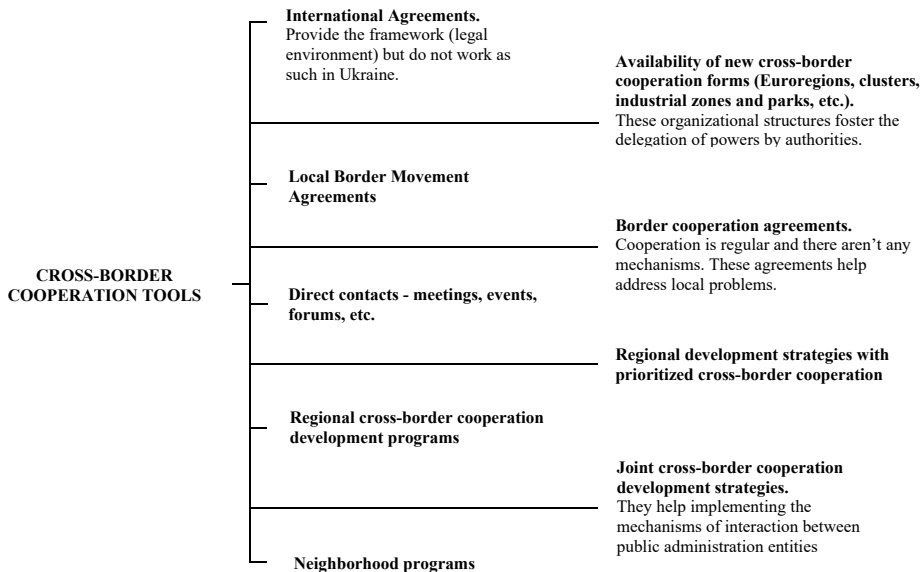
Table 2

Categorization of features of the mechanisms of interaction between public administration entities (*developed by the authors*)

Interaction features	Features categorization
by institutes	– formal (legal framework, normative and methodological framework, non-legal framework (framework agreements on cooperation) – informal (established standards of behavior between interaction entities)
by level of cooperation between public administration entities	– international – state – regional – district } local – village, town, city
by time framework:	– immediate – long-term – short-term
by financial scale	– high-cost – low-cost
by frequency of use	– one-time – multiple-use

countries' border areas in the framework of cross-border cooperation. The situation is caused by the lack of a joint institutional framework. Therefore, each country is guided and governs on contractual terms by instruments like joint cooperation agreements, border cooperation agreements, and domestic legislation of the countries.

Figure 1 shows the instruments of the cross-border cooperation institutional framework most frequently used by Ukraine's border areas' public administration entities.

International Agreements. Provide the framework (legal environment) but do not work as such in Ukraine.

Availability of new cross-border cooperation forms (Euroregions, clusters, industrial zones and parks, etc.). These organizational structures foster the delegation of powers by authorities.

Local Border Movement Agreements

Border cooperation agreements. Cooperation is regular and there aren't any mechanisms. These agreements help address local problems.

CROSS-BORDER COOPERATION TOOLS

Direct contacts - meetings, events, forums, etc.

Regional development strategies with prioritized cross-border cooperation

Regional cross-border cooperation development programs

Joint cross-border cooperation development strategies. They help implementing the mechanisms of interaction between public administration entities

Neighborhood programs

Fig. 1. The list of tools of the cross-border cooperation institutional framework (developed by the authors)

The components of the mechanism of interaction between public administration mechanisms in a cross-border region or space include organizational, institutional, personnel, informational, financial, and technical frameworks. These mechanism components work both gradually and chaotically, depending on the mechanism type.

5. Public administration principles

Even though many researchers still see "public administration as the search for the best way to use resources to achieve priority public policy objectives" *(Shatylo, 2014; Bakumenko, 2017)* in wartime, it is obvious in force major circumstances that classical rules do not work.

The same is with public administration principles. Back in 1916, Henry Fayol in General and Industrial Management outlined 8 management principles that, in our opinion, can be the basis for structural public administration principles. More details should be added to the principles of process and final result, taking into account human resources, emotional component, and changes in public administration. Therefore, the principles of justice, discipline, remuneration, unity, subordination, order, stability, initiative, result, objective, and goal are outlined (Table 3).

Table 3

Public administration principles *(developed by the authors)*

Structural principles	Principles of process	Principles of final result
Labor division	Justice	Order
Unity of objective and command	Discipline	Stability
Relationship between centralization and decentralization	Remuneration	Initiative
Authority and responsibility	Unity	Goal
Chain	Conformity to main interest	Result

Structural principles of public administration are at the core of the system of interrelated tasks, rights, and liabilities. It means that the tasks must be segmented into smaller ones and regrouped into interrelated divisions. Each division must have an appointed manager with transferred liability. Next, the divisions must be combined by a chain of commands.

Structural principles of public administration determine major issues in need of solutions when creating a structure of tasks and powers. They aren't detailed rules, but they rather outline the activity benchmarks.

The process principles are concentrated on the actions of the public administration entity manager. The managers' fairness is considered as the main factor that urges subordinates to execute their tasks properly. The justice principle is represented in fair remuneration. The principle provides that labor remuneration should correspond to the amount and quality of accomplished work.

The principles of the final result determine the desired characteristics of public administration entities. Their well-planned and directed activity must have a goal on the way to the result and be characterized by order and stability. These activity attributes can stem from the use of structure and process principles.

6. Conclusions

The need to improve the economic efficiency of a cross-border region puts new tasks for border areas of the neighboring countries, mostly related to the selection of a competitive economic model for these territories to use the existing capacity to the maximum. Meanwhile, cross-border cooperation in the border area is possible only due to accessible and transparent cooperation between the Ukrainian border area's public administration entities and between public administration entities of the neighboring countries.

Public administration entities at all levels must have the features of systemic nature of work and interaction, controllability, and consistency for the practical solution of economic and social problems and implementation of efficient policy in a cross-border region or space. By improving the mechanisms of interaction between public administration entities in cross-border cooperation, they support cooperation between other entities and participants of cross-border cooperation, involving them in the development of a cross-border region or space.

It is obvious that only efficient interaction between all public administration entities operating in the framework of cross-border cooperation will foster the development of cross-border regions, improve their institutional, competitive, and investment attractiveness, reinforce the economic capacity of communities in the regions, secure employment, etc.

The interaction between public administration entities like public, private, and civil sectors cannot be modeled beforehand. It goes through the continuous process of adaptation, cooperation, knowledge exchange, and education, which constitute the key coordination mechanisms.

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TECHNOLOGIES OF INFLUENCE ON MASS MEDIA IN UKRAINE: THE POST-COMMUNIST CONTEXT

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Summary

The article is devoted to transformations of technologies of political influence on mass media in Ukraine. The essence of the post-communist context of transformations of technologies influencing the mass media is determined. It consists in the transition from the Soviet heritage (state and party censorship, administrative pressure on journalists and editors) to the oligarchic model of mass media activity (the use of economic leverage, hidden political advertising, and dependence on the owner). The methodological approach of historical institutionalism is used to determine the transformations of technologies of influence of public power and oligarchic groups on the mass media in the post-communist context. It has been specified that the creation of a democratic model of mass media activity is an integral part of the democratization of the Ukrainian political process. The study of technologies of public power influence on the mass media allows reconstructing creatively some provisions of the theory of democratic transition, determining its essence and directions in Ukraine. Special emphasis is placed on the need to overcome the post-communist legacy and the importance of understanding the democratic transition of Ukraine as the achievement of its ultimate goal – full-fledged European and Euro-Atlantic integration. Despite the long debates in Ukrainian political science regarding the use of such terms as "post-communism" and "democratic transition", the events of recent years, and especially the war of the russian federation against Ukraine (i.e. actions aimed directly against the democratic transition of Ukraine) have convincingly proven the scientific value and the importance of researching the post-communist context of mass media activity.

The essence of certain technologies of influence on the mass media, which characterize the relations between the government, society, and the mass media in the post-communist context, is noted.

Key words: mass media, Soviet censorship, oligarchic model of mass media, institutionalism, democratic transition.

1. Introduction

In the process of democratic transition, the technologies of influence on the mass media in Ukraine are changing. The formation of the information society in a global dimension turns information not only into a commodity, but also into one of the main social values. Most researchers, using an interdisciplinary approach, focus on the technologies of mass media influence on society. Examples include the 'spiral of silence' model *(Noelle-Neumann, 1984)* and M. McCombs' agenda-setting theory *(McCombs, 1972)*. Instead, insufficient attention is paid to the reverse process, namely the influence of government and society on the mass media in the post-communist context. It is not only about the influence of public power on the mass media. This influence is exerted by various collective and individual actors – the government,

various social groups, classes, global media, civil society institutions, opposition actors, etc. All of them are participants in the institutional interaction that determines the space for both domestic and foreign political choices of Ukraine in modern conditions *(Yakovlev, Amirov & Stoliarova, 2021)*. The technologies of political influence on the Ukrainian mass media and their transformation in the post-communist context are still not sufficiently defined. If we use Professor A. Kolodii's evaluation of the process of democratic transition as "...the successive replacement of non-democratic institutions by democratic ones and the consolidation of the latter" *(Kolodii, 2010: 24)*, then these are often multi-vector and inconsistent changes. The same characteristic should be given to the technologies of influence of public power on the mass media – from the point of view of compliance with democratic standards, they are multi-vector and inconsistent. In the process of post-communist transformations in Ukraine, revolutionary bursts of freedom of speech alternated with authoritarian reversals of mass media censorship.

All of the above makes the study of transformations of technologies of influence on the mass media extremely relevant in the post-communist context.

2. Post-communist hybridity as a trap for mass media

The movement of the Ukrainian media-political system from an authoritarian political regime to a democracy does not resemble a straight line. On the contrary, the post-authoritarian society carries out reversals, supporting the "strong hand" in the elections, protégés of the oligarchs, or populists. That is why the post-communist state of the mass media is characterized by hybridity.

Hybrid systems arise in those states where there are significant social divisions on the issues of socio-political and economic development. For a long time, Ukrainian society has failed to find a "recipe" for consolidation, and the political class used it to emphasize the lines of division in order to ensure the electoral success of certain candidates and parties and further obtain economic profit. It was for this purpose that communicative technologies of public opinion formation and technologies of political influence on the mass media were used.

It can be argued that we are only now witnessing the end of the post-communist stage. After all, the post-communist stage is characterized by hybridity – the combination of incompatible elements in state administration and social relations (Soviet bureaucracy and post-Soviet oligarchy, a mixed form of government, a mixed electoral system, a combination of elements of democracy with remnants of authoritarianism, etc.). Most importantly, the post-communist system is characterized by the ambivalence of domestic and foreign policy, a combination of elements of Soviet discourse and institutional design, and a democratic political system and market economy. Until this political ambivalence is overcome, it is too early to talk about the end of the post-communist stage.

One of the fundamental factors of political choice is the state of the mass media and the essence of technologies of political influence on the mass media. Mass media activities can contribute to the consolidation of Ukrainian society around democratic values. The attempts by the political class of Ukraine to overcome the post-Soviet uncertainty (the search for an answer to the sacramental question: "What are we building?") against the background of exploitation in the oligarchic mass media of the regional, linguistic, cultural, and political division of the country formed a hybrid political regime. It has become a part of the national democratic transition. Its continuation consists in the consolidation of society and the political class in the process of a political choice between alternatives for the development of this hybrid political regime.

The main achievement of the democratic transition of Ukraine is a clear definition of the criteria for the completion of the post-communist stage and the ultimate goal of the Ukrainian transition – European and Euro-Atlantic integration in the political and mass media discourse. At the same time, it was not only and not so much about formal integration, legally established, but also about European values, democratic rules of political and economic interaction in the triangle "power – society – media", and market economy. Therefore, it can be argued that the criterion for the success of democratic transition is the implementation of democratic values, norms, and rules of interaction between the mass media, society, and the government, and most importantly, strict adherence to the principles of freedom of speech and freedom of choice. That is, if in the mid-90s of the 20th century the post-communist stage began with a hybrid media-political system built on the interaction between the bureaucracy and the oligarchy, its completion is associated with the introduction of European standards and democratic rules into the activities of the media system and its interaction with the political system.

All the technologies of the political influence of the oligarchy and bureaucracy, which have proven their effectiveness against the traditional mass media, have turned out to be powerless against social networks. Neither administrative means of control and economic pressure, nor the artificial construction of a political agenda can be applied to Internet communications. These advantages of mass media activities on the Internet were fully manifested during the "Revolution of Dignity", after another authoritarian spasm.

3. Latent and public technologies of mass media influence in the post-communist context

The technologies of influence on the mass media in the post-communist context are divided into latent and public. This is due to the specifics of historical development in the post-Soviet space. The sources of the formation of the media political system go back to the traditions of Soviet censorship – state and party dictatorship regarding media materials.

At the same time, public technologies of mass media influence in the process of democratization are combined with latent ones – administrative hidden pressure, the use of economic levers, etc.

The latent technologies of government influence on the mass media in the post-communist context have become part of state policy. The division of technologies of influence on the mass media into public and latent is clear and fundamental not only for theoreticians, but also for practitioners. Representatives of the government and the mass media institute (owners, editors, journalists, experts, and opinion leaders) in the process of interaction create and reproduce in everyday (routine) activities the norms and rules of behaviour regarding the achievement of private, corporate and public goals. Censorship, administrative and economic pressure on the mass media is no secret to them. At the same time, consumers of mass information, who are not familiar with the editorial policy and ultimate beneficiaries of individual mass media, cannot always identify latent technologies of influence and critically consider them in order to observe "information hygiene". This is the danger of latent technologies influencing the mass media. Their transfer to the public plane will mean, if not neutralization, then at least a reduction in the influence on mass consciousness.

For Ukraine, since the beginning of independence, the authoritarian model of mass media activity has become a reality. This is due to the Soviet heritage in the interaction between the power and the mass media. The process of democratic transition in Ukraine has a starting point – the Soviet legacy, the Communist Party institutional matrix that determined the lives

of several generations of journalists. The starting conditions to a certain extent retain their influence, which is expressed in the term "post-communism". At the same time, we state that in the process of democratic transition in Ukraine, there is a gradual but consistent transfer of influence technologies to the public sphere. In particular, thanks to media scandals, some facts of influence and frank pressure become the property of public discourse. This contributes not only to the democratization of the activities of individual institutions (public power and mass media), but also to increasing the effectiveness of their institutional interaction *(Yakovleva, Yakovlev, 2020)*.

Technologies of political influence on the mass media in the process of democratic transition are applied by the bureaucracy and financial and industrial groups (oligarchic clans) in order to use the media resource for acquiring and increasing political weight. They distort the media market and contribute to the formation of post-communist mass media.

At the same time, Internet communications are actively developing in Ukraine. They became real centres of freedom of speech and the absence of censorship during the media scandals of the early 2000s, the revolutionary events of 2004 and 2013–2014.

The post-communist political system has distorted the media system, not allowing democratic processes and democratically oriented players of the media market to independently determine the directions of development not only of the media, but also of the entire society. It is worth agreeing with the following: "... two meanings of the term "post-communist mass media" should be distinguished. Firstly, post-communism is perceived (and this is natural, although not entirely accurate) as something that is "after communism". But, speaking more precisely, secondly, "after communism" the destruction of the communist regime, totalitarianism, comes first, that is, its criticism, denial, ideological persecution of old forms of consciousness and psychology, and "deformation of the model" by means of mass information comes first. In the so-called "day of glasnost", there was a lot of noise about freedom of information, pluralism, etc. In fact, everyone had only one thing in mind – the possibility of deforming the "communist model". But together with the realization of this great goal, the deformation of the still half-born, "new" old mass media originates from the same place. Critical persecution of "communism" or "nationalism" as a way of constitution of the newest mass media, as a condition of their "post-communist" existence is nothing but a continuation of the totalitarian type of understanding and practising of the information machinery. This is how numerous newspapers, magazines, radio, and TV programs appeared in Ukraine at the time, and are now flourishing in Ukraine, which, once again, try to turn information into a means of forming new political and ideological stereotypes in people, and therefore, impose the desired understanding of human relations according to the nature of the political regime" *(Polokhalo, Bystrytskyi, 1995)*.

Ukrainian society faces the problem of overcoming the Soviet experience. In Ukraine, the ideological transformations of the mass media, which caused the transition of state censorship to the media, the search for an alternative model of media activity, etc. to new technologies of technological influence, are connected with the presidential election campaigns.

In this context, the question of determining the stages of democratic transition and the technologies of political influence, both of the media on society and the government, and of the latter on the media, inherent in each stage, is brought up to date.

The Ukrainian experience, without exaggeration, is unique. Before and after each election, according to the results of the election campaigns, the media field changed. New technologies of influence were applied: from post-Soviet censorship and oligarchic financial pressure to sanctions by the National Security and Defense Council of Ukraine (NSDC).

In the process of two revolutionary "surges" of civic activism (2004 and 2013–2014), TV channels and Internet media appeared, and new constellations of talented journalists, creative editors, and owners gained power. The state of the field of mass media and the technology of political influence on Ukrainian mass media after 2019 is characterized by novels. The "technology of sanctions", implemented by the NSDC in relation to some TV channels, is beginning to play an important role. This leads to redistributing the audience and, accordingly, the field of media and advertising market. At the same time, this technology needs further scientific understanding from the point of view of legality, expediency, and efficiency.

4. Public media as an alternative to post-communist hybridity

Mass media can play the role of a catalyst for democratic transformations; representatives of the media shop have repeatedly proved this. That is why the fundamental role of mass media in democratic transition should be noted. Their influence becomes especially noticeable in the election process when citizens make a democratic political choice. At the same time, the basis of democratic transformations should be non-oligarchic media (such traditional media as television, radio, and press), which naturally defend narrow-group or selfish interests of the owners. World experience shows the need to implement the public media model.

One of the effective technologies of democratic political influence on oligarchic and state media and an alternative to the Soviet model of interaction between the power and the mass media is the creation of public media. One of the important steps in this direction was taken in 2013 when the online publication "Hromadske" was founded. Among its founders were such well-known journalists as D. Hnap, R. Skrypin, M. Nayyem, V. Andrushko, etc. The peak of their popularity came at the events of the Revolution of Dignity (2013–2014) when "Hromadske" broadcast live from Independence Square (Maidan Nezalezhnosti) over the Internet. It is a public organization that works through charitable contributions, crowdfunding, and grants ("Hromadske TV").

Unfortunately, despite the efforts of foreign partners and public institutions in Ukraine, public mass media still cannot boast of a high rating.

Public media in Ukraine include the above-mentioned "Hromadske TV", which distributes its broadcasts via the Internet and satellite communications, as well as "Suspilne Movlennia" (National Public Television and Radio Company of Ukraine), which was created based on the state television and radio company. Derzhkomteleradio became the sole shareholder of the latter. It is not public broadcasting, but state broadcasting. "Suspilne UA" has the largest signal broadcast coverage among all Ukrainian television companies.

The difficult and ambiguous process of transformation of state television into public broadcasting, which is taking place under public pressure in the process of the democratic transition of Ukraine, is a marker of the complexity of the reforms. The state does not want to give up control over the only television channel that remains in state ownership.

5. Conclusions

To sum up, the following procedural features of post-communist hybridity, which determined the specifics of the application of latent and public technologies of political influence on the mass media, should be noted. Firstly, in the post-communist stage of the democratic transition, there was a gradual abandonment of Soviet-style political censorship. Secondly, during the post-communist stage of Ukraine's democratic transition, there was no radical change

in the ruling elites. This applies to both the political elite and the mediacracy. State ownership of the mass media contributed to the preservation of personnel who made a career in Soviet times. Oligarchic media holdings began to form in the second half of the 90s. The oligarchic media played an active political role in the election campaigns, starting in 1999, when, together with the post-communist "party of power", they supported L. Kuchma and contributed to the ousting of the counter-elite, the national-democratic forces, from the political field. Since then, a hybrid media-political system that used administrative pressure and "dungeons" has begun to form in Ukraine. Thirdly, the weakness of the opposition forces and the lack of formation of the civil society contributed to the strengthening of the oligarchic media. Until 2013, we should talk about the oligarchic model of mass media activity in Ukraine. Economic leverage, the use of financial pressure, and investments in mass media by oligarchs for getting political benefit dominated among the technologies of influence. Fourthly, in the course of the revolutionary events of 2013–2014, a social model of mass media activity emerged. Initially, public media used only the Internet, but later Ukraine took steps to form a democratic model of a public broadcaster based on state television and radio broadcasting.

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HEALTH, ENVIRONMENT, DEVELOPMENT

CONDITION OF HARD TISSUES OF TEETH IN CHILDREN WITH CEREBRAL PALSY

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Summary

The data we obtained on the prevalence of dental caries in children with cerebral palsy indicate a mass incidence, according to the WHO, $95.83 \pm 3.29\%$ (in the control group – $41.67 \pm 2.29\%$) with the intensity of the lesion 9, 96 ± 0.21 conventional units for dental caries and 10.32 ± 0.48 conventional units for carious cavities. Analyzing the structure of the DMF index, it should be noted that dental caries is 5.57 ± 0.22, filled teeth – 2.34 ± 0.28, extracted teeth – 1.89 ± 0.1. Acute initial caries of permanent teeth was found in 45.83% of cases with an average intensity of 4.05 ± 0.21 conditional units. The evaluation of the oral hygiene index according to the OHI-S index showed its low index and, accordingly, the "good" state of oral hygiene in only 12.5% of cases. The average value of the OHI-S index and, accordingly, a "satisfactory" state of hygiene was recorded at 25.0%, a high index of OHI-S ("unsatisfactory" hygiene) – at 29.17% and a very high index of OHI-S ("poor" hygiene) – in 33.33% of cases. The evaluation of the timing of teeth eruption revealed a delay in their eruption in 45.83% of patients. The analysis of the condition of the hard tissues of the teeth, in particular acute initial caries, shows that motility disorders in children with cerebral palsy require corrective exercises to form the manipulative function of the hand, improve skills and abilities related to the performance of individual oral hygiene.

Key words: teeth, diseases, initial dental caries,oral hygiene,children.

1. Introduction

The problem of childhood morbidity in Ukraine is of particular importance, since deep socio-economic problems have a negative impact on children's health indicators, including dental health. Today, according to the WHO, dental caries is the most common non-communicable

disease and a serious health problem worldwide. According to the Global Burden of Disease Study *(Dye B.A., 2017)*, oral diseases affect about 3.5 billion people worldwide. Among the most common conditions, the first place is occupied by caries of permanent teeth (2.3 billion people) and the 12th place is caries of temporary teeth (560 million children) *(World Health Organizatin. Oral health, 2020)*.

The health of a child's body is considered as an integral indicator that is formed as a result of the action of a complex complex of interconnected and mutually determined factors, including general somatic, psychoneurological diseases, various functional disorders *(Denga O.V. et al., 2012; Gevkaliuk N.O. et al., 2019; Savychuk NO. et al., 2013; Smoliar N.I. et al., 2020)*. Cerebral palsy (CP) takes the leading place in the structure of chronic childhood diseases. According to world statistics, the number of children with cerebral palsy is 1.7–7 per 1000 healthy children *(WHO, 2004)*, in Ukraine at present this indicator is an average of 6 per 1000 healthy children.

It is known that cerebral palsy is characterized by a delay in physical and neuropsychological development, and common to all patients with cerebral palsy are difficulties in controlling conscious movements and coordinating muscle work. A child with cerebral palsy often cannot coordinate and act skillfully with his fingers, so even a simple movement, including brushing his teeth on his own, is difficult to perform. At the same time, it is known that individual hygienic care of the oral cavity as prescribed by a dentist is one of the simplest and generally available methods to prevent dental diseases, in particular, dental caries *(Dienha O.V. et al., 2014; Kaskova L.F. et al., 2018; Pavlenkova O.S. et al., 2020).*

2. Goal of research – study of the prevalence and intensity of dental caries, index assessment of oral hygiene in children with cerebral palsy.

3. Materials and methods of research

The research was conducted on the basis of the Rokada "House of Mercy" charity organization (Chortkiv, Ternopil region), which takes care of children with special needs, in particular, with psychoneurological diseases. We performed a dental examination of 24 children with cerebral palsy aged 10-12 years who made up the main group. The control group consisted of 24 practically healthy children of the same age, who were examined on the basis of secondary school No. 2 in Chortkiv.

When conducting clinical research, the main provisions of the GCP (1996), the Helsinki Declaration of the World Medical Association on the Ethical Principles of Scientific Medical Research with Human Participation (1964–2013), the Council of Europe Convention on Human Rights and Biomedicine (1997), the order of the Ministry of Health were observed of Ukraine No. 690 (dated September 28, 2009), Order No. 616 (dated August 3, 2012) and Order No. 685 (dated October 20, 2015). The following factors were taken into account for children's participation in clinical research: a) informed consent of parents to conduct research; b) verified clinical diagnosis. Given the low level of communication ability of the children of the main group, we chose the methods of clinical research according to the following criteria: minimal invasiveness, ease of implementation, short-term duration, and informativeness.

During the initial examination, all examined children underwent an index assessment of individual oral hygiene.

The state of individual oral hygiene was determined clinically and according to the OHI-S (Green-Vermillion) oral hygiene index *(cit. for Zabolotnyi T.D., 2013).* Determining dental status included filling out the dental formula and matching it to the child's age. According to the recommendations of WHO, the prevalence and intensity of dental caries were evaluated according to the DMF, DMF + dm$_t$ and DMF + dm$_m$ indices. The indicator of dental caries intensity was interpreted according to the recommendations of L. F. Kaskova *(Kaskova L. F., 2011).*

Demineralization of tooth enamel was assessed in children of both the main and control groups. After cleaning the surface of the enamel from dental plaque, thoroughly drying it with an air jet, the state of the hard tissues of the tooth was visually determined. Affected areas of enamel were stained with a 0.1% aqueous solution of methylene blue and the intensity of staining was assessed on a 10-point scale *(Leus P. A., 2009)*. Determination of the intensity of dental caries was carried out in patients who were not treated with fixed orthodontic technology, because focal demineralization of enamel (FDE) in the form of white spots (surface caries) is a serious complication during orthodontic treatment *(Tufekci E. et al., 2011).*

Statistical analysis of research results was carried out using the computer program "Excel" and "Statistica for Windows. Version 8". Descriptive statistics included the calculation of relative and average values. Categorical signs are presented in the form of relative indicators (percentage of patients with the presence of the sign in the group). Quantitative indicators were presented in the form of M ± m, where M is the average arithmetic value, m is the average error of the average value. Differences were considered reliable at a value of $p < 0.05$, which is generally accepted for medical and biological research. Statistical analysis of data (selection of patients, their examination, stratification by diagnosis, sex), processing of the received information was carried out using Statsoft Statistica 8.0 *(Lang T.A., Secic M., 2006)*.

4. Results of the studies and it's discussion

Clinical dental examination, determination of dental status and hygiene index in children with cerebral palsy and practically healthy children were performed during the initial examination.

When analyzing the OHI-S oral hygiene index, it was established that only 3 children (12.5%) had a low index of hygiene and, accordingly, a "good" state of oral hygiene. The average value of the OHI-S index and, accordingly, a "satisfactory" state of hygiene was recorded in 6 children (25.0%); a high index of OHI-S ("unsatisfactory" hygiene) was found in 7 children (29.17%) and a very high index of OHI-S ("poor" hygiene) was found in 8 children (33.33%).

The presence of dental deposits – soft plaque, calculus, dense pigmented plaque – was determined in 21 (87.5%) children with cerebral palsy, while pigmented plaque and calculus were more common in children with dental caries. inflammation of periodontal tissues. It is known that the microorganisms of dental deposits have a negative effect on local immunological processes, which contributes to the disruption of the structure and functions of the hard tissues of the tooth.

The data obtained by us on the prevalence of dental caries in children with cerebral palsy indicate a mass incidence, according to the WHO, of $95.83 \pm 3.29\%$ (in the control group – $41.67 \pm 2.29\%$) with a lesion intensity of 9.96 ± 0.21 conditional units for dental caries and 10.32 ± 0.48 conditional units for carious cavities (in the control group – $4.93 \pm 0.21\%$ and 6.05 ± 0.21 %, respectively). Analyzing the structure of the DMF index, it should be noted that

dental caries is 5.57 ± 0.22, filled teeth – 2.34 ± 0.28, extracted teeth – 1.89 ± 0.1. It should also be noted that $29.17 \pm 0.19\%$ of examined children with cerebral palsy have lost permanent teeth due to complicated caries. Only one child ($4.17 \pm 0.11\%$) from the examined cerebral palsy patients had intact, caries-free teeth.

In order to quantitatively assess the influence of oral hygiene on the course of dental caries, the relationship between the intensity of caries according to the DMF, DMF+dmt and DMF+dmm indices and the state of oral hygiene according to the OHI-S hygienic index was investigated. It was found that with a "satisfactory" state of hygiene, the intensity of caries increases only 1.21 times ($p > 0.05$), with "unsatisfactory" and "poor" hygiene – by 2.08 and 3.92 times, respectively ($p < 0.05$).

Unsatisfactory cleaning of the teeth from plaque leads to the multiplication of cariogenic microorganisms, causing demineralization of the hard tissues of the teeth. Acute initial caries of permanent teeth was found in 11 children, which is 45.83%. On average, the intensity of acute initial caries among sick children is 4.05 ± 0.21. In the examined children of the main group, 57 teeth with focal demineralization of the enamel were found, while areas of the enamel, mostly white in color, which lacked its inherent natural luster and looked dull, were identified. During atraumatic probing, the texture of the enamel surface was smooth and quite hard in only 19.3% of cases, but in 80.7% of cases, the surface texture was defined as uneven and rough, but painless.

Significantly more often (61.40%, $p < 0.01$) focal demineralization of enamel was localized on the teeth of the upper jaw, less often – in 38.60% of cases – on the teeth of the lower jaw. The favorite localization of FDE is the vestibular surface of the tooth – the cervical area (59.65%) and the central part (40.35%) of the tooth crown. Areas of focal demineralization were detected in 42.11% of incisors, 36.84% of premolars, 19.30% of canines, and only 1.75% of cases – on molars. On the vestibular surface of the teeth of children of the main group, lesions were more often detected on several teeth (91.67%, $p > 0.05$), and in 8.33% of cases – single lesions. FDE sites were crescent-shaped in 42.11% of cases, oval in 36.84%, and polygonal in 21.05%. Small lesions were detected in 50.88% of cases, large lesions in 38.60%, and small lesions in 10.52%.

Foci of demineralization mainly (52.63%) had a dull, white-matte shade, white-yellow foci with dull-matte shades were observed in 19.30% of cases. Pigmented yellow-brown areas of the FDE, which sharply contrasted against the background of a light shade of intact enamel, were found in 15.79% of cases. The contrasting snow-white color of the focus was noted in 12.28% of cases. In 54.39% of cases, spots were found that occupied more than 30% of the vestibular surface of the tooth. According to the intensity of staining, the majority (68.42%) of foci were intensely stained with dye, which reflected the activity of demineralization; 19.30% of carious spots were colored less intensively (from 40 to 60% blue), in 12.28% of demineralization foci, the staining intensity was weak. Areas of focal demineralization of enamel were more often detected in children with multiple dental caries.

Taking into account that patients with cerebral palsy lag behind in their motor development, while motor disorders are represented by weakness in various muscle groups, they have a "slowness" of chewing, which in turn leads to a violation of the timing of teething. The assessment of timing, parity, sequence of eruption of permanent teeth in children with cerebral palsy revealed a delay in their eruption in 45.83 ± 2.14 % of cases ($8.33 \pm 0.4\%$ – in the control group).

5. Conclusions

Analysis of the state of the hard tissues of the teeth in children with cerebral palsy showed a high prevalence of dental caries, high caries intensity indicators, in particular acute initial dental caries, and a direct relationship between the state of oral hygiene and the intensity of the caries process. The analysis of the dental status shows that impaired motor development in children with cerebral palsy requires the implementation of corrective exercises for the formation of the manipulative function of the hand, the improvement of skills and abilities related to the implementation of individual oral hygiene with a targeted selection of individual hygiene products and controlled tooth brushing. The study of the main indicators characterizing the damage to the hard tissues of the teeth in children with cerebral palsy encourages the planning and implementation of rehabilitation and preventive measures in these patients.

Prospects for further research will be aimed at the development of differentiated approaches to the implementation of rehabilitation and preventive measures aimed at forming the manipulative function of the hand, improving skills and abilities related to the implementation of individual oral hygiene in patients with cerebral palsy.

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SOURCES OF TRAUMATIC EXPERIENCE & CROSS-CONTOUR MENTAL HEALTH RECOVERY TECHNOLOGY

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Summary

The article highlights the sources of psycho-emotional patterns of traumatic experience and outlines a cross-contour technology for overcoming their prolonged impact on human mental health. The mechanisms of semantic coding and decoding of events in the world by a person are defined. Three hierarchical contours of human consciousness are objectified, each of which contains both principles of mental health protection and risks of its violation. Using methods of bodynamic, transpersonal and projective approaches it is proved that the person's reaction to traumatic events is determined by his pre-biographical and early biographical experience. The presented cross-contour technology allows to increase resilience to crisis events of war, to reduce uncertainty and to activate personal dimensions of freedom and responsibility. The corrective component of the technology focuses on the reorganization of the person's semantic system in response to the crisis events of the world. The purpose of the technology is to reduce uncertainty and hesitation and activate the dimensions of freedom and responsibility. The subjective specificity of the world creation by a human is revealed, that is, reflection, generation and understanding of reality.

Key words: cross-contour architectonics of consciousness, perinatal matrices, imprinting, emotional programs, the dimension of freedom, the dimension of responsibility.

1. Introduction

The military activities in Ukraine, as well as the global, rapid and uncontrollable spread of destructive collapses, are a manifestation of the systemic crisis in which millions of people find themselves today. War entails the total destruction of previous lives, elimination of the psychological supports and confidence in the basic possibility of survival accumulated by man. The physical and mental traumas experienced lead to a person's uncertainty about the present, to tension as a habitual background to the personal representation of existing global and social problems, to a negative forecasting of one's own life prospects and one's own possibilities.

The life of a modern human unfolds within certain frameworks, which limit its quality of living in the modalities of "I want" and "I can" and bring up the issues of internal determinants of mental health. Therefore, it is relevant to study the principles that determine the processes of generation, content and functions of the image of the world as a multidimensional meaningful

reality of person, at heart of which there is a habitual blocking of the real self, hidden in the unrevealed "latent self".

Modern psychological science and practice offer a number of theoretical and methodological constructs that allow us to study the sources of mental problems of a person and implement individual and psychological means to improve the quality of person's life, its mental well-being. Such constructs include:

– genetic roots of sensuous and sensitive depth as the first element of life history *(Maksymenko, 2006)*;

– imprinting *(Balatsky, 2008; Grof, 1988; Leary, 1987; Marcher, 2010; Wilson, 2004)*;

– a measure of protection and a sense of self-power "I am" and "I can-be-here" *(Längle, 2011)*;

– "life motto" *(Adler, 2013)*;

– "implicit order" *(Yatsenko, 2017)*;

– "type of mindset towards others» *(Fiedler, 1968)*;

– "symptom as a false homeostasis fixed on a false attractor" *(Kalishchuk, 2020)*.

On the one hand, the outlined constructs reveal a unique filter of person's perception, cognition, evaluation and orientation in the world. A filter that operates on an "implicit order" (the term of T. Yatsenko) and is an unconscious apparatus for finding a certain range of markers to confirm the relevance, degree and direction of emotional fixation and flexibility of a person in the flowing life circumstances. On the other hand, they perform the function of "criteria of reality" of the study of mental problems, which indicate a specific point in the duality "unconscious" – "conscious". Unconscious, but constantly fixed narrowed range of experiences of oneself and the world carries the risk of mental problems. That is why mental (discomfort, stress) or somatopsychic (pain) symptom can be considered as a sign of a person's experience of endless hesitations in the modality "I Can Be Here in This World".

The purpose of the article is to highlight the cartography of the sources of psycho-emotional patterns of traumatic experience and to outline the cross-contour technology of overcoming their prolonged impact on human mental health.

2. Sources of mental disorder and the movement of traumatic experience

Definition of the generation mechanisms of mental problems in the hierarchical structure of human consciousness provided a justification for the following methodological postulates:

1) "consciousness as an individual meaningful system of the world image allows a person to self-determine in the real world, to influence on it, to create many subjective worlds, which in each case are based on individual and empirical human experience to uniquely represent the world for oneself" *(Kalishchuk, 2020:176)*;

2) consciousness is considered as a hierarchical three-contour structure (perinatal matrices, hominid and post-hominid levels), which are filled with qualitative characteristics of attractors – points of "stabilization" (crystallized patterns) of I-am-with-the-World connections *(Balackij, 2008; Capra, 1996; Varela, 1995)*.

3) cross-contour architectonics of consciousness is a thorough hierarchical combination of relative levels (from 1 to 4) of each of the three contours, the sequential connection of which forms the corresponding four functional systems of consciousness (Table 1) *(Balackij, 2008; Grof, 1988; Leary, 1987)*.

4) the hierarchical architectonics of human consciousness outlines its temporal dynamic movement, which allows us to explore the sources, driving forces, features of dynamics and reorganization *(Längle, 2013; Maksymenko, 2006)*.

Table 1

Hierarchical connections of cross-contour architectonics of consciousness

Levels	Consciousness contours			Mechanisms	Functional systems
	Basic perinatal matrices	Hominid	Post-hominid		
4	4	Socio-gender	Non-local	Spatial expansion of the world	4
3	3	Semantic	Aim-program-ming	Cognition of the world	3
2	2	Emotional and territorial	Neurogenetic	Resistance to the world	2
1	1	Bio-survival	Holistic	Sensory cognition of the world	1

5) testing of personal "hypotheses" about oneself and the world and their coordination with personal experience initiates the development of meaning as a projection of the real world and personal unique "mindset" to the world, to one's life. That is, finding of a meaning is a tool for discovering the world (from intentional through contextual to regulatory), it is determined by the processes of experience, understanding and interpretation, and it builds a way to strengthen human mental health. This dynamics is caused by the awareness and reorganization of crystallized emotional programs composed in the pre-biographical and early biographical periods of person's development.

Thus, the four levels of consciousness on each of its three contours, united in cross-links, are the starting points and directions of movement of the recorded traumatic experience that forms the symptom. The sources of such a symptom are contained in the personal conditions of assimilation (interiorization, "exhaustion") of the available military reality, starting from the first perinatal matrix (Fig. 1).
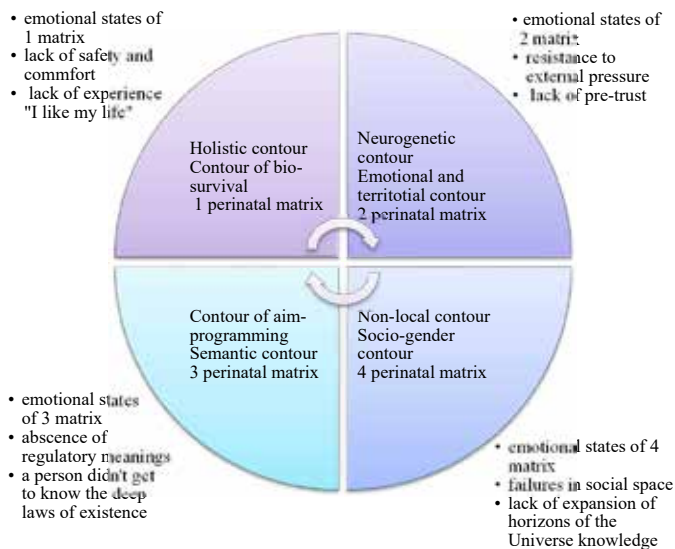
Fig. 1. Four groups of sources of formation of the fixed traumatic experience (symptom)

3. Equipment empirical research program

The support for the empirical part of the study is diagnostic and corrective methods of transtheoretical existential and systemic concept *(Kalishchuk, 2020: 312-315)*, in particular, the modified technique of "Rebirth" (L. Marcher), the holotropic breathing technique (S. Grof); methods – "My world" (modified method "Who am I?" by M. Kuhn), "The earliest childhood memory" (A. Adler), Letter-course "Live is…", "Boundary meaning".

In order to take into account the differently directed sources of psycho-emotional patterns of the symptom, an empirical study was conducted in 3 directions, which showed their effectiveness in the study of the semantic architectonics of human consciousness *(Kalischuk, 2020):*

1. Diagnosis and correction of "dangers" of basic perinatal matrices that affect the quality of comprehension of the upper contours of consciousness. Modification of L. Marcher's technique of "Rebirth" consisted in the integration of L. Marcher's bodynamic analysis, A. Längle's existential analysis and system modeling, which allowed to supplement it with the procedures that perform the function of semantic transformation of initially given emotional and behavioral programs *(Kalishchuk, 2020: 158)*. The selection consisted of 31 people. The technique was performed 2 times in a group form: the average number of the group was 15 people.

2. Study of imprinting as a sign of a symptom on hominid contours. The selection consisted of 27 people (52% of subjects with psychosomatic symptoms – different localization of pain, multiple symptoms, panic disorders; 42% – with emotional symptoms – anxiety, apathy; 6% with behavioral symptoms – self-harm, explosiveness).

3. Determining the conditions for the transformation of fixed experiences on the psychophysiological, psychic and mental levels as a transition to post-hominid contours of consciousness. The selection consisted of 23 people. The study involved two stages. The first one required conduction of four three-hour breathing practices without the use of musical instruments. The second one was conducted with the use of musical instruments. The musical sequence was composed in compliance with the requirements for the musical accompaniment of holotropic breathing, namely: energization, activation, dramatization, completion. The diagnostic procedure contained express methods of objective approach: methods of measuring heart rate (HR), respiratory rate (RR), blood pressure (BP), I. Kerdo vegetation index (V.I.), Hildebrant coefficient ($Q = HR/RR$) and projective methodology "Boundary Meaning" by D.O. Leontiev. The "Boundary Meaning" method was used at the end of the first and second stages. The obtained data were compared using the R. Fisher angular transformation coefficient. The study was based on the following conceptual provisions:

1) there is a correspondence between musical sounds and basic emotions *(Izmailov, Labkaev, Matveeva, Izmailova, 2006)*;

2) music and breathing affect a person through three dimensions: vibration (body), physiological (vegetative nervous system) and psychological (states);

3) the combination of breathing, music and work with the body, which shows symptoms of traumatic experience give a clear transformational result.

Systematization of the obtained results was ensured by applying a single principle to their analysis. Criteria for describing the subject of mental activity, namely: praxis (practical activity), gnosis (cognitive activity); experience (knowledge, skills, culture, meanings, images); physicality (imprinting, health, psycho-emotional disorders) were used as such a principle.

4. Study of psycho-emotional patterns of the symptom

At the first stage, the subjects demonstrated eight emotional programs, namely: fear (73% of subjects), disgust (23%), anger (21%), joy (2%), surprise (2%), shame (2%), sadness (2%), and curiosity (2%). In addition, eight mindsets that outline the specifics of their sensory cognition of the world and emotional patterns in response to situations of resistance to the outside world have been identified. The selected mindsets are four binary pairs, namely:

1) activity – passivity;

2) emotional stability – instability;

3) acceptance of the need to show willpower in a situation of tension and discomfort – refusal to show willpower;

4) confidence and joy of achievement - anger and protest over unexpected changes.

Activity was registered under the conditions of person's awareness of its own emotional, vegetative and motor reactions in each of the 4 matrices, as well as the rapid passage of all matrices with attention to the experiences that occurred in them (67% of subjects). Inactivity meant automatic completion of the task, for example: "I went all the way because it was the task", "I do not understand what I should feel", "the group interfered with me, I could not fix it" (51%). Emotional stability meant a confident, balanced overcoming of objectively set procedural difficulties by the participant; taking responsibility for the need to make an effort; trust in group members; perception of external circumstances as temporary and dependent on one's own activity (35%). Emotional instability was recorded under the conditions of sign of affective responses (despair, fear, anger), stoppage of movement, verbal comments (77%). A sign of efforts showing in a situation of tension and discomfort was recorded for 73% of participants. Lack of efforts was diagnosed by responses in the form of freezing, fixing of verbal and nonverbal demands to step away and open the way to the group (27%). The peculiarities of responsiveness to unexpected difficulties revealed two opposite responses of participants. The first one is confidence and joy for one's own ability to overcome difficulties, get results and achieve goals. The condition of these subjects ranged from enthusiasm, joy, satisfaction to a quiet confidence that the effort will be useful and will be compensated. Examples of responses of the subjects: "I feel strength and confidence", "it is an emotion of satisfaction", "I want to hug everyone", etc. (43%). 63% of participants showed irritation and anger (for example: "it was very difficult, the group squeezed me too much", "it was very crowded, there was not enough air", "I didn't get any help, I was not given any tips how to do it better").

Thus, through the channel of body and emotional expression of the subjects, psycho-emotional patterns were actualized. These patterns are condition for further sensory perception of the world by a person and determine its cognition and expansion. That is why we refer the diagnosed emotional responses of the subjects to the internal psychological criteria of recovery of mental health. Taking into account the corrective component of the technique, it can be stated that the awareness of subjects about their own responses allowed:

– at the emotional level – to meet with automatic emotional responses, which naturally, determine the processes of perception, understanding and interpretation due to the cross-contour structure of consciousness;

– at the behavioral level (praxis) – to discover the dependence of behavioral tactics on the emotional load of the situation;

– at the motor level (corporeity) – to recognize the dominant body reactions to difficulties (for example, to freeze and not breathe in difficult situation; to angrily demand from others to step away; to step away and not get in the way);

– at the cognitive level (gnosis) æ to interpret personal strategies, to invent the reasons that formed them and to trace their repetition in life history.

The subjects received an addition to the experience and living space through the invention and recognition of individual strategies of construction of their reality. The actualization of the experiences of perinatal matrices allowed to unload their psycho-emotional patterns, thus influencing the higher contours of consciousness. This is how the imprinting conditionality is removed and the further course of the necessary changes is set. As it was pointed out by Ye. Balatskyi, the higher mental layers "copy" the new format of perinatal matrices *(Balatskyi, 2008)*.

The purpose of the second study was to determine the conditions of further dynamics of the hominid level of consciousness, where the symptom is clearly seen as a false homeostasis that prevents being yourself, being aware of the experience of "I am" and "I-can-be-here-in-the-world". The symptom occurs through the blocking of one's emotions and feelings as experience of endless hesitations in the "I Can" modality.

Taking into consideration that the active planning of a person's own life and the possibility of its realization is a criterion of mental health, the work with the symptom involved finding of means to fill the hominid circuits:

– bio-survival – security, confidence, determination, certainty and self-awareness;

– emotional and territorial – a system of resistance forces ("I Can", "I Can Handle This");

– semantic – cognitive activity, logical and empirical knowledge of the world, understanding, contextual meanings;

– socio-gender – the formation of social space and active social interaction.

The results of the second stage of the study allow us to state the following:

1. Praxis. The symptom is formed in a specific life context, a certain situation. The development of a symptom is determined by the human system, namely: relationships, connections and objects of the system. The content of the symptom is described by the answers to the question "What do I do when I feel a symptom?"; "How do I do it? What can I do?"; "For what?"; "Who am I when I'm ill?". The core of the symptom is a reflection of the person's world, a reproduction of a scenario in which its beliefs, values and identity need to change. But the elements of the human system (its environment) do not support such changes, causing an unbalanced state that needs to be balanced. There are two ways to balance it:

1) to remain in a state of hesitation and dissatisfaction;

2) to choose responsibility and freedom to build a new scenario and version of one's own world.

As soon as a person takes responsibility and chooses a new opportunity for itself, a new space of its life is formed. The systemic connections change in this life and the need for a symptom disappears.

2. Gnosis. The coordinates of the image of the world of people are unique. First of all, it concerns different attitudes towards freedom and responsibility. The increase of the number of alternatives and degrees of freedom: "What kind of person can I be?", "How to express your emotions and build relationships?" changes the assessment of oneself, situation, changes stereotypes of behavior and, as a result, stabilization on the new attractor. A symptom is always a paradox, which is both a sign of the problem and an intentional way of solving it.

3. Experience. The symptom always has a hidden nature. When feeling a symptom a person unconsciously avoids important experiences, shifts them into a circle of experiences about its symptom. The question "What is wrong with me?" comes to the fore instead of questions "Who am I?", "How do I create my experience and my symptom?".

4. Body. It is the sensuous support of realizing the possibility of "I Can-Be-Here" physically, at the level of space and time as a key element of the system, with the acceptance of its context and cause-and-effect relationships. The body is a condition of physical presence in the current time and establishment of a balance between past and future.

Thus, the symptom opens a new perspective on a person's understanding of its life, namely, it is the experience of the Self to study "uncertainty" as existence, to make a choice on the scale "curiosity – fear". The symptom always increases the uncertainty, sets the framework that contains the reasons, conditions and potential resources to identify efforts and reach a new level of life organization, in which beliefs, values and meanings will be already new. The specificity of the symptom does not affect its composition and function, the symptom is always a motivation for determination and responsibility of the person for its choice, for creating a new attitude to significant others, to expand the space and fill time with desires. Therefore, the symptom is a painful mechanism of person's evolution on the path of its renewal. The technology of working with symptoms requires the construction of a general phenomenological space of personality with the definition of the main coordinates: "I am" and "I can", which will be achieved by applied projective techniques "My world", "The earliest childhood memory", Letter-course "Life is…". The projective approach allowed the subjects to outline different perspectives of their "relationship with the world" and to activate the activity of experience, which leads to the discovery of contextual meanings. It is this macro-genetic movement that leads to the formation of internal certainty and self-evidence about the world and oneself and acts as a universal background for the following post-hominid contours.

The highest level of contour architectonics is the level of limitless possibilities and, at the same time, high potential risks of mental problems. As Ye. Balatskyi points out: "Each subsequent contour, which is higher than the others, hides a greater danger to the mental health than all the previous ones. This is especially evident in the post-hominid contours…, on which mostly incurable diseases begin to develop, and sometimes experiments with the highest abilities of consciousness can lead to the death" *(Balatskyi, 2008)*. It is the sensory familiarization with the social space, the revelation of the deep laws of existence and the cognitive boundless breakthrough that are the contexts of post-hominid contours, which direct the search for means of their comprehension. This determined the hypothesis of the third study on the emotional conditioning of the processes of the external world cognition. Music and holotropic breathing were chosen as the conditions for unloading the psycho-emotional patterns of the subjects in accordance with S. Grof.

Research has shown that music in combination with breathing exercises change a person's emotional state; affect psychophysiological processes (respiration rate, heart rate); restructure the vegetative regulation of emotional states. Sound and breathing are important dynamic factors in the channel of negative experiences. The transformation of tension energy into positive emotional states by means of music is carried out under the condition of elimination of physical discomfort which was handled by breathing exercises.

In addition, the gained experiences form a consistent unfolding and re-living of the state "I am in my Life". Quantitative evidence of this process is an increase in the volume and complexity of content chains, an increase in the number of nodal categories, boundary meanings, and through an increase in the Boundary Meaning Productivity Index ($\varphi_{emp.} = 4.26$; $\varphi_{emp} = 4.85$; $\varphi_{emp} = 4.18$, respectively).

Thus, comprehension of the post-hominid contours of consciousness is carried out by cognition and "re-view" of significant events and practical, emotional and physical release from

stress. New experiences are being formed and key regulatory meanings for the human value system are being found. They reorganize the system of cross-contour connections and provide not only the protection of mental health, but also the overcoming of its risks.

5. The internal logic of the reorganization of cross-circuit connections of consciousness

The constructed cartography of the sources of psycho-emotional patterns of the traumatic experience (symptom) and the discovery of the mechanisms of their influence on human mental health, allows to outline the conceptual framework not only of mental problems, but also ways of finding one's own intentions, i.e. its evolution and going beyond the limits of past experience.

That is why the attention is drawn to the basic "rules of interpretation" of the symptom, highlighted by G. Maleichuk. These rules are an effective attempt to study the formation of mental health through the factors that hinder this process *(Maleichuk, 2016)*. In particular, the author substantiates that the symptom is a systemic phenomenon; grows in the space of relations; there is a shadow of the person significant for the client behind each symptom; a symptom is a pathology of contact with a significant other; a symptom is a form of communication; a symptom is a nonverbal message from the unconscious; a symptom is a pay-off for refusing to change and others *(Marcher, Fich, 2010)*.

We consider it expedient to enhance the provisions highlighted by G. Maleichuk taking into account the most integrated dimensions of a person, namely - freedom and responsibility for one's own existence and the world. It is due to the fact that "freedom" is a vector of formation of "I can", which consists of a personal share (ability, strength) and a situational share (conditions and opportunities) *(Längle, 2011)*. "Responsibility" is a systemic meaningful formation that dialectically connects complexity, usefulness, resourcefulness and intentionality. The responsibility is revealed by successively finding either an answer (as a meaning), or a decision (as a program), or an action (as a substantive transformation). Precisely because freedom and responsibility form a stable person's self-value and the ability to "handle" existential the challenges of life (particularly the war) as a condition for the development of one's strength and demonstration of intentionality.

In this regard, the internal logic of the reorganization of cross-contour connections of consciousness, which determine the recovery of human mental health, can be represented as a hierarchical movement of "re-living", which begins with states actualized at the level of perinatal matrices to the dimensions of freedom and responsibility that reflect the teleological feature of human life (Fig. 2).

The teleological vector ("Why?") is the activation and sign of the integrity of mental and physical efforts of a person in relation to its life. We propose to consider the dichotomous construct "teleologicity-causality" as the background of the study of freedom and responsibility. Teleology is the formed regulatory meanings which provide control over needs and emotions, focus on the future and time perspective, independence in situations of life challenges. Causality is characterized by the experience of events with their determinancy of a mnemonic contextual network, which provides the field dependence and fixation on the past and present.

The activity of "re-living" is the phenomenon, which is a determinant of the signs of "teleologicity-causality". This activity represents the general dimension of psychological reality of a person, namely, psychological reality, which has a meaningful nature, is the source and reorganization mechanism of cross-contours connections of consciousness. That is, "re-living" triggers the processes of evolution, involution, fluidity, reactivity, sensuality.
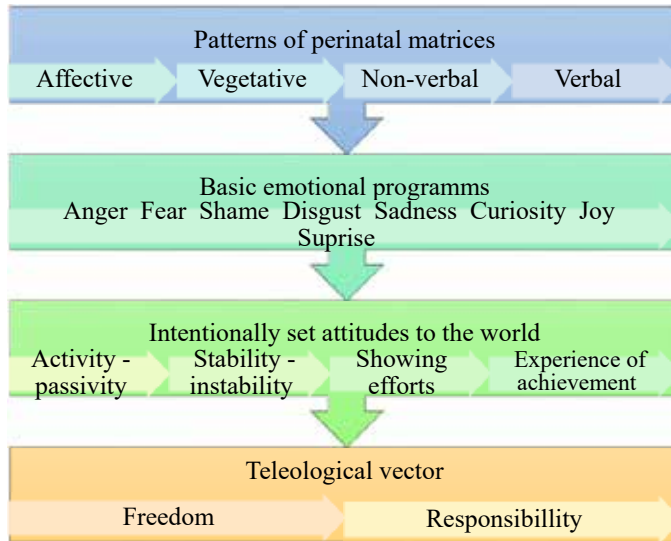
Fig. 2. Functional plan of "re-living" activities

6. Conclusions

A generalized psychological criterion for mental health is the adequate orientation of a person in the time and space of its life and the timely change of old emotional and behavioral patterns. Psycho-emotional crystallized programs are places of disorder of this orientation. Externally, such programs can appear as discomfort, tension, pain. In essence, such programs are a protection against the need to evolve. Therefore, the traumatic experience (symptom) is a stop in time, which leads to desynchronization of personality movement and the flow of life. When feeling a symptom, a person unconsciously avoids important experiences in his life, shifts them into the zone of feelings about its symptom.

The combination of methods of bodynamic, projective and transpersonal approaches ensured the creation of a new personal plane, in which the correlation of oneself and the world provides turning to oneself and forms a new experience of being decisive in one's choices and responsible for them. Cross-contour exploration answers the request "How the client creates his experience in general and his symptom in particular?" "What does one do with one's traumatic experience?" These connections make it possible to find means of influencing the latent or obvious dangers that arise as a result of unsuccessful or incomplete interiorization of the lower mental contours. Such means are opened by the activity of "re-living"", consist in the reorganization of the meaningful architectonics of the consciousness of the individual, which can be traced in the teleological vector.

The objectification of the conditions for the interiorization of the hierarchical contours of person's consciousness has established:

– sources of imprinting and emotional patterns and their impact on various life contexts, in particular, the occurrence of symptoms and experiencing traumatic experiences;

– cause-and-effect relationships that determine the balance between past and future, actualize the issue of teleological power with dimensions of "freedom" and "responsibility" of a person;

– intervention points to create a new attractor that triggers change processes.

Thus, the psycho-emotional primary sources of the formation of traumatic experience are the points of forced halt, "protective mental stabilization", of the sequential movement of the key processes of consciousness, namely: "sensory cognition of the world" → "resistance to the outside world" → "expansion of personal space". Recognition of own psycho-emotional patterns is reached as a result of application of the cross-contour technology. The subjective specificity of man's creation of the world, i.e. reflection, generation and comprehension of military reality, is revealed. This is why the correctional component of the technology helps to reorganize the person's strategies in relation to the traumatic conditions of war, ensuring a realistic relationship between oneself and the world.

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SPECIFIC CHARACTERISTICS OF MENTAL STATUS IN PATIENTS WITH RHEUMATIC ARTHRITIS DEPENDING ON SEX

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Summary
The work is devoted to the study the specific characteristics of mental status in patients with different variants of polymorphic regions of the A1438-G gene of the serotonin receptor 2A (HTR2A), ill with rheumatoid arthritis, depending on gender, and to study the relationship between anxiety-depressive disorders and pain intensity and clinical signs of the disease. Materials and methods used in the study. The distribution of genotype rate of serotonin receptor 5-HT2A A1438-G gene was studied in 100 patients with RA. Anxiety level was assessed by Spielberger State-Trait Anxiety Scale. Depressive status and depression severity was evaluated by Hamilton Depression Rating Scale. Females with GG genotype were found to have higher level of pain feelings and the presence of anxiety signs associated with depression symptoms, while in males with GG genotype had the prevalence of inflammatory component and the depression symptoms.In females with AA genotype pain syndrome indices were associated with high anxiety indices, and in females with AG genotype they were dependent on the presence or absence of anxiety and depression, while in males with AG genotype pain syndrome was associated with SA indices.

Key words: rheumatic arthritis, polymorphism, serotonin receptor 5-HT2A A1438-G gene, depression.

1. Introduction

Study of anxiety and depression severity in patients with rheumatic arthritis (RA) is rather urgent problem nowadays, as this pathology affects mainly individuals of young and middle age, leading to psychosocial maladjustment caused by pain syndrome, restricted activity followed by disability and loss of social relations. Patients with RA, according to many experts, have complicated dynamics of mental disorders, adversely influencing the course and prognosis of underlying disease *(Chassin-Troubert et al. 2019; Peterson et al. 2019; Machin et al. 2020)*. Such psychological factors as stress and individual clinical features of stress reactivity as anxiety, depression and aggression can modulate immune functions and influence the clinical pattern of many chronic diseases, including RA *(Smesam et al. 2022)*. Depression and anxiety are the main manifestations of mental disorders (*Amaowei 2022;Lwin et al. 2020*).

Chronic inflammation impairs the physiological responses to stress including effective coping behaviours, resulting in depression, which leads to a worse long-term outcome in RA. In RA patients, the pain score is not always solely related to inflammatory arthritis and immunological disease activity. Non-inflammatory pain secondary to anxiety, depression, sleep disturbance and the psychosocial situation needs to be considered (*Lwin et al. 2020*).

The most common conception of anxiety and depressive disorders is serotonin theory *(Nomura et al. 2015).* For today the degree of influence of serotonin metabolism disorder on RA clinical manifestations is underinvestigated. Besides, according to recent literature data, there is controversy as to the existence of impact of polymorphic sites on psycho-emotional sphere in patients with RA, disease course in particular, which is important for early diagnosis and development of adequate programs of social support of that category of patients.

Objectives. To study the specific characteristics of mental status in patients with different variants of polymorphic regions of the A1438-G gene of the serotonin receptor 2A (HTR2A), ill with rheumatoid arthritis, depending on gender, and to study the relationship between anxiety-depressive disorders and pain intensity and clinical signs of the disease.

Materials and methods. 100 RA patients, 73 females (73.0%) and 27 males (27.0%) were studied. Their age ranged from 18 to 75 years, the mean age being 51.5 ± 3.04 years. The distribution of genotype frequency of 2A serotonin receptor HTR2A A1438-G gene was determined in 100 patients taking a course of treatment at Vinnytsia Regional Clinical Hospital named after M.I.Pirogov. Clinical characteristics of patients depending on genotype and sex are given in Table 1.

Clinical diagnostics was made on the basis of ACR/EULAR criteria of 2010 *(Aletaha et al. 2010).* The study was carried out in compliance with the provisions of World Medical association Declaration of Helsinki (1989), and was approved by Ethics Committee at Vinnytsia National Pirogov Memorial Medical University.

All patients gave an informed consent to participate in the study.

Polymorphic sites of A1438-G gene were amplified with polymerase chain reaction. Anxiety level was assessed by Spielberger State-Trait Anxiety Scale (STAI) (*Spielberger 1966*). Depressive status and depression severity were evaluated by Hamilton Depression Rating Scale (HDRS*) (Hamilton 1960).*

Statistical data processing was done with Statistical package for Windows v. 8.0 (№ AXXR910A374605FA) using parametric and nonparametric methods. Digital information

Table 1

**Clinical characteristics of RA patients, included in the study,
depending on genotype and sex**

Sign	RA patients (n = 100)	AG (n = 47)	AA (n=17)	GG (n=36)
Females, n (%)	73 (73.0)	31 (42.5)	13 (17.8)	29 (39.7)
Average age, females, years (M ± SD)	51.6 ± 12.0	49.5 ± 10.8	55.6 ± 13,0	51.7 ± 12.2
Males, n (%)	27 (27.0)	16 (59.2)	4 (14.8)	7 (25.9)
Average age, males, years (M ± SD)	49.2 ± 11,8	51.7 ± 14.9	50.0 ± 5.0	45.6 ± 11.5
Duration of the disease, years Me [LQ;UQ],	6,0 [2,0;12,0]	7,0 [2,0;14,0]	6,0 [2,0;20,0]	8,0 [2,5;14,0]

of all clinical investigations was processed by variance statistical method calculating the mean value (M) and its error (m). Modified Pearson's Chi-Squared criterion (p) was used to check the correspondence of empiric distribution of genotype frequency to theoretically expected Hardy-Weinberg equilibrium (steady distribution). Yates' continuity-corrected Shi-Squared test for small samples as well as two-tailed Fisher's exact test (F) were used in pair-wise comparison of allele and genotype frequencies in studied groups. For all specific data, the median (Me), lower and upper quartiles [LQ25-UQ75] were established.

Comparison of quantitative values in some clinical groups was done using non-parametric – Kruskal-Wallis H-test, $p < 0.05$ was considered significant difference. In case of significant differences between the groups, their pair-wise comparison was performed using Mann-Whitney U-test with regard to Bonferroni correction for multiple testing. The difference between the groups according to Bonferroni adjustment was considered statistically significant in $p < 0.017$.

Correlation analysis with calculation of Spearman rank correlation (r) was used to establish the relationship between the studied indices. Differences were considered significant if significance value was 95% ($p < 0.05$).

2. Result

The study found no deviation of genotype frequency from Hardy-Weinberg equilibrium. Determination of allele frequency in patients with RA in locus of A-1438-G gene revealed the prevalence of G allele in both male and female patients with RA when compared to A allele. It is noteworthy that G allele occurred 1.5 times more frequently than A allele among females with RA ($p = 0.0087$), (See Table 2).

Detailed study of clinical signs of RA, irrespective of variants of polymorphic sites of promotor region of 5-HTR2A A-1438-G gene, revealed the signs of asthenic syndrome (AS) in 64 patients (53.3%) which was manifested by poor attention, mood swings, dizziness, irritability, tearfulness, increased sweating, tachycardia, nausea, decreased appetite, etc.

Debilitating chronic joint pain, functional disability, social tension of patients with RA contributes to the development of anxiety and depressive disorders (ADD), affecting greatly the disease course.

AS was found to occur significantly more often in female RA patients with GG genotype (90.1%) by contrast to those with AG genotype (38.1%; Fisher's (et) $p = 0.0042$), while no significant difference was found between female patients with AA and GG genotypes (85.7%; Fisher's (et) $p = 1.000$), respectively. With high probability of correlation between AS frequency in female patients with RA and CC genotype, strong degree of this correlation ($\varphi = 0.61$,

Table 2

Genotype frequency of polymorphic loci A1438-G of 5-HTR2A gene in RA patients depending on sex (%)

Locus	Sex	n	Genotypes			Alleles	
			AG	AA	GG	A	G
A-1438-G	M	27	59.3%	14.8%	25.9%	44.4%	55.6%
	$\chi^2 = 1.08$; $p = 0.299$; Fisher's exact test: $p = 0.344$ | F(ST) = 0.475						
	F	73	42.5%	17.8%	39.7%	57.5%	42.5%
	$\chi^2 = 0.85$; $p = 0.357$; Fisher's exact test: $p = 0.277$ | F(ST) = 0.165						

p < 0.01) was found as well. It should be noted that among male patients with AG genotype, only the tendency to increased AS frequency as compared to those with GG genotype (57.1% versus 33.0%; Fisher's (et) p = 0.060, p > 0.05). Comparison of that parameter between groups of RA patients – females and males with different variants of polymorphic sites, significant increase of AS frequency was found exclusively in female patients with GG genotype by contrast to males with the same genotype (90.1 versus 33.0%; Fisher's (et) p = 0.0198), (Fig. 1).

Among the major signs of AS, weakness was the most frequent, irrespective of genotype, with no significant difference between the groups of female or male patients, and between the groups of RA patients – females and males (p > 0.05).

Dizziness was found to occur significantly more often in male patients with AG genotype when compared to those with GG genotype (63.6% versus 11.1%; Fisher's (et) p = 0.0281, respectively).

With high probability of correlation between dizziness frequency in male patients with AG genotype, strong degree of this association was found as well ($\varphi = 0.53$, p < 0.001), while no statistically significant difference in that parameter was established between the groups of patients with RA – females and/or males with various polymorphic sites (p = 0.08).

Mood swings occurred significantly more frequently in RA male patients with AG and AA genotypes (63.6% and 85.7% versus 11.1%; Fisher's (et) p = 0.0281, and Fisher's (et) p = 0.0087, respectively) by contrast to those with GG genotype. With high probability of correlation between the prevalence rate of that symptom in male patients with AG genotype, relatively strong degree of this association was found as well ($\varphi = 0.53$–0.75, p < 0.001, respectively).

Analysis of the results obtained demonstrated relatively strong degree of this association ($\varphi = 0.453$, p < 0.01) and significantly higher prevalence rate of emotional instability in RA female patients with AA genotype (90.5% versus 50.0%; Fisher's (et) p = 0.0219), as compared to those with GG genotype (See Fig. 1).
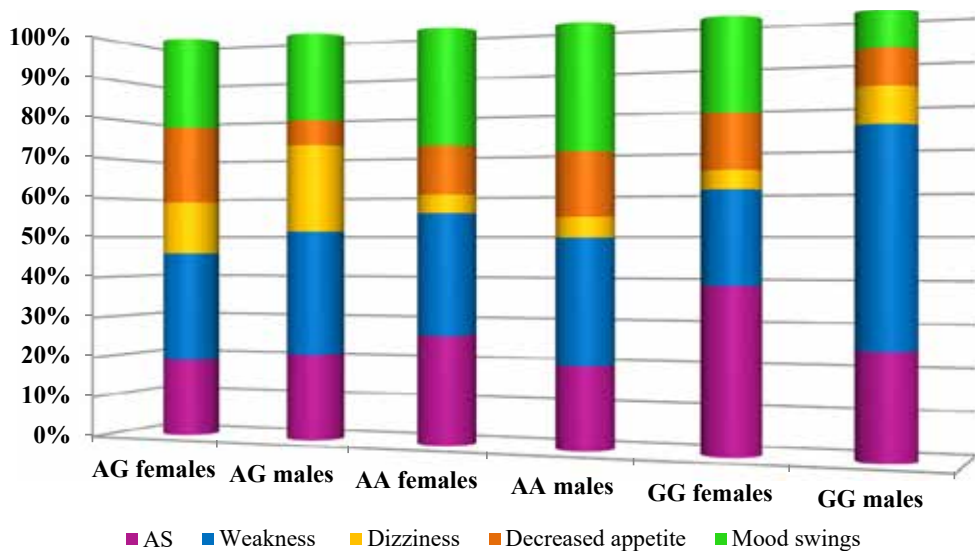
Fig. 1. Sex-dependent prevalence rate of clinical symptoms of asthenic syndrome in RA patients with different variants of polymorphic sites of promotor region of 5-HTR2A A-1438-G gene

Detailed analysis of clinical data found the following signs of anxiety and depressive disorder (ADD) in 71 year old male patient with RA: chronic fatigue, feeling of anxiety, hopelessness, melancholy, depression, memory impairment, dry mouth, loss of weight, etc.

It was found that 90.3% of females and 93.8% of males with AG genotype, 92.3% of females and 50.0% of males with AA genotype, and 86.2% of females and 71.4% of males with GG genotype, patients with RA, suffered from chronic fatigue with no significant difference between the groups (p > 0.05, respectively).

The probability of such symptom as hopelessness proved to be significantly higher in females with AA and AG genotypes (χ^{2Y} = 19.51; p = 0.0000 and χ^{2Y} = 4.02; p = 0.0451, respectively) compared to those with GG genotype. Along with high probability of correlation between the frequency of those symptoms in RA female patients with AA and AG genotypes, strong and moderate degree of this association was found as well (φ = 0.69; p < 0.001, φ = 0.35; p < 0.01, respectively).

Anxiety was reported by 77.4% of RA female patients with AG genotype, by 76.9% - with AA genotype, and by 72.4% – with GG genotype. Comparison of that parameter between the groups of female patients with various genotypes found no significant difference (p > 0.05, respectively), while males with AG genotype complained of anxiety significantly more often compared to those with AA and GG genotypes (50.0% versus 25.0% and 28.6 % (p < 0.05, respectively).

Determining state and trait anxiety (SA and TA, respectively) in patients with different variants of polymorphic sites of A1438-G gene by Spielberger scale, average values of both SA and TA were found to correspond to high level of anxiety in RA female patients, while anxiety indices in males appeared to be moderate (Table 3).

Table 3

Indices of state and trait anxiety in RA patients with different variants of polymorphic sites of A-1438-G gene by Spielberger scale, depending on sex Me [LQ; UQ]

Sign	State anxiety (scores)		Trait anxiety (scores)	
	Females	Males	Females	Males
AG	45,0 [37,0;49,0]	39,5 [33,0;45,0]	44,0 [35,0;49,0]	40,0 [36,0;44,0]
AA	47,0 [44,0;52,0]	38,5 [34,0;42,5]	48 [42,0;53,0]	40,0 [36,0;43,0]
GG	47,0 [42,0;54,0]	38,0 [32,0;45,0]	41,0 [36,0;47,0]	34,0 [30,0;36,0]

Study of SA and TA levels in RA patients with different variants of polymorphic sites of A1438-G gene by Spielberger scale demonstrated significantly higher levels of both SA (M-W: U = 138.5, Z=-2.45, p=0.001) and TA (M –W: U=90.0, Z= -3.54, p=0.0003) in females with AG and GG genotypes (SA (M-W: U=47.5, Z=2.15, p=0.003) and TA (M –W: U=33.0, Z= 2.73, p=0.005), by contrast to males with AG and GG genotypes, respectively, while no significant difference was found in both SA (M-W: U=16.0 Z=-1.51, p=0.15) and TA (M-W: U=23.5, Z= -0.80, p=0.44), between RA female and male patients with AA genotype (Table 3).

No significant difference in those parameters was found between both female patients with AG and AA, AG and GG and AA and GG genotypes, and male patients with various genotypes of A-1438-G locus (p>0.017) (Table 3).

The analysis of depressive disorder (DD) values in females with different variants of polymorphic sites of A-1438-G gene by HDRS scale showed significant difference between the groups (K-W test: H (2) = 7.05, p=0.02, p<0.05).

Significantly lower level of DD was registered in females with AA genotype compared to those with GG genotype (M-W: U=90.0, Z= -2.67, p=0.007).

Significantly lower DD values were found in males with AG genotype in comparison with females with AG genotype (M-W: U = 105.0, Z = -3.21, p = 0.0013), while no significant difference was revealed between the groups of females and males with AA and GG genotypes (p > 0.017).

There were no significant differences in the level of depressive disorders by HDRS scale between groups of females and males with different variants of polymorphic sites of A-1438-G gene, (p > 0.017, respectively) (Table 4).

Table 4

Indices of depressive disorders, by HDRS scale, in RA patients with different variants of polymorphic sites of A-1438-G gene, depending on sex

Variants of polymorphic sites of A-1438-G of 5-HTR2A gene							
	Sign	n	AG	n	AA	n	GG
Females	Me[LQ;UQ]	31	14,0 [11,0;17,0]	13	12,0 [10,0;18,0]#	29	14,0 [12,0;17,0]
	M ± SD		13,74 ± 4,23		12,46 ± 4,87		14,24 ± 4,0
Males	Me[LQ;UQ]	16	8,5 [7,0;12,5]	4	10,0 [8,5;14,5]	7	8,0 [6,0;9,0]
	M ± SD		10,31 ± 4,17		11,5 ± 4,50		7,85 ± 3,18

3. Conclusions

Correlation analysis found direct association between pain intensity by VAS scale and indices of HDRS (r_s = 0.44; p < 0.01), SA and TA (r_s = 0.45; r_s = 0.39; p < 0.01, respectively) in females with AG genotype of polymorphic sites of A-1438-G gene. But in males with AG genotype only direct correlation between pain intensity and SA indices was detected (r_s = 0.53; p < 0.05).

Direct correlation between pain intensity by VAS scale was detected in females with AA genotype (r_s = 0.57; r_s = 0.63; r_s = 0.62; p < 0.05, respectively), while in males with AA genotype no probable correlation with those indices was found.

Females with GG genotype had direct positive correlation between pain intensity by VAS scale and indices of HDRS (r_s = 0.58; p < 0.01) and TA (r_s = 0.42; r_s = 0.05; p < 0.05), while in males with GG genotype there was direct correlation between indices of HDRS and inflammatory process activity by DAS28 (r_s = 0.84; p < 0.01).

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THE INFLUENCE OF MELATONIN ON THE ACTIVITY OF THE MAIN ENZYMES OF ANTIOXIDANT PROTECTION IN THE HEART OF RATS WITH DEXAMETHASONE DIABETES

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Summary

The goal of this study was to find out the influence of melatonin on the content of TBC-reactive products; on the activity of the main antioxidant enzymes (superoxide dismutase, catalase and glutathione peroxidase) in the heart of rats with dexamethasone diabetes.

Materials and Methods. The experimental study was carried out on thirty male eighteen-month-old non-linear white rats. The experimental animals were divided into three groups: 1) control (intact animals); 2) rats with diabetes; 3) rats to which, in addition to dexamethasone, melatonin in a dose of 10 mg per kg of body weight was administered intragastrically daily through a metal probe during the 13 days of experiment.

Results. In the heart of rats with dexamethasone diabetes, the content of TBC-reactive products increases by 43% compared with control rats, which indicates an increase in the processes of free radical oxidation of lipids. At the same time, in the heart of diabetic rats, a decrease in the activity of the studied enzymes is noted: superoxide dismutase – by 28%, catalase – by 25%, and glutathione peroxidase – by 31%, respectively, compared with control rats.

In the heart of rats, which, in addition to dexamethasone injections, received melatonin, the studied indicators did not differ reliably from the indicators of the control group of animals.

Conclusions. The use of melatonin stopped the processes of free radical oxidation of lipids and restored the activity of the investigated enzymes of antioxidant protection in the heart of rats.

Key words: Antioxidant, heart tissue, steroid diabetes, lipid peroxidation, experimental study.

1. Introduction

Diabetes is the most common endocrine disease in the world. Currently, about 370 million people are suffering from this serious illness. Violation of the body's tolerance to glucose, the development of insulin resistance against the background of persistent hyperglycemia in type II diabetes is accompanied by an increase in the processes of free radical oxidation of lipids and biopolymers, inhibition of the functioning of antioxidant protection systems of tissues, in

particular the heart, and the development of oxidative stress. Therefore, it is advisable to use antioxidant agents in the complex therapy of diabetes *(Jia-Xu Li, 2022)*. Melatonin is known to be one of the powerful antioxidants *(Russel J Reiter, 2021)*.

Diabetes mellitus can damage the eyes, kidneys, nerves and heart. Microvascular and macrovascular disorders are the leading causes of morbidity and mortality in diabetic patients. Hyperglycemia can increase the indicators of lipid peroxidation and oxidative stress in which free radicals have the main role in the pathogenesis of these complications. Therefore, antioxidants which combat oxidative stress should be able to prevent and repair free radicals induced damages. Although free radicals contribute to kidney damage, atherosclerosis, diabetes, heart disease, nephrotoxicity and hepatotoxicity; however, clinical trials do not uniquely confirm a substantial impact on diabetic damage *(Rahimi-Madiseh M., 2016)*.

The goal of this study was to find out the influence of melatonin on the contents of TBC-reactive products and oxidatively modified proteins; on the activity of the main antioxidant enzymes: superoxide dismutase (SOD), catalase and glutathione peroxidase (GP) in the heart of rats with dexamethasone diabetes.

2. Materials and methods

The experimental study was carried out on thirty male eighteen-month-old non-linear white rats. The experimental animals were divided into three groups: 1) control (intact animals); 2) rats with diabetes; 3) rats to which, in addition to dexamethasone, melatonin (Sigma, USA) in a dose of 10 mg/ kg was administered intragastrically daily during the experiment through a metal probe.

Diabetes was induced in rats according to the previously described method *(Stefanov O.V., 2001)*, by daily subcutaneous injection of dexamethasone at a dose of 0.125 mg/kg of the animal's body weight for 13 days. To induce the specified model of diabetes and the development of insulin resistance dexamethasone solution for injections – 4 mg/ml (KRKA, Slovenia) was used. Blood was taken from the tail vein to assess glycemia level using OneTouchUltra (LifeScan, USA). Euthanasia of animals was carried out in accordance with the provisions of the "European Convention for the Protection of Vertebrate Animals Used for Experimental and Other Scientific Purposes" *(Strasbourg, 1986)*.

Rat hearts were removed in the cold and used to prepare a 5% homogenate in 50 mM Tris-HCl buffer (pH=7.4). In centrifuge homogenates, the content of TBC-reactive products was determined *(Yury A.Vladimirov, 1995)* and the activity of the main enzymes of antioxidant protection according to well-known spectrophotometric methods: superoxide dismutase [EC 1.1.15.1] – according to the reaction of nitrotetrazolium reduction by superoxide radicals *(Elene E. Dubinina, 1994)*; catalase [EC 1.11.1.6] – due to the ability of hydrogen peroxide to form a stable colored complex with molybdenum salts *(Koroliuk M.A. et al., 1988)*; glutathione peroxidase [EC 1.11.1.9] – by the rate of oxidation of reduced glutathione *(Vlasova S.N., 1990)*. Determination of products of oxidatively modified proteins of neutral composition (OMP_{370nm}). In the process of oxidative modification of proteins, radicals of aliphatic amino acid residues form aldehyde and ketone groups, which react with 2,4-dinitrophenylhydrazine in an acidic medium to form colored 2,4-dinitrophenylhydrazones with a characteristic absorption spectrum *(Meshchyshen I. F., 1998)*. The reliability of the difference between the obtained indicators was assessed using the parametric Student's t-test (for normal distribution) and the non-parametric Mann-Whitney U-test (for non-normal distribution). Differences were considered probable at $p \leq 0.05$.

3. Results

Melatonin injections caused a sharp decrease by 62% and normalization (on 13th day) in the elevated serum glucose level in diabetic group of rats compared with glucose level before treatment. This effect may be caused by the reason that melatonin stimulates glucose transport to skeletal muscle cells via insulin receptor substrate-1 / phosphoinositide 3-kinase (IRS-1/PI-3-kinase) pathway, which implies, at the molecular level, its role in glucose homeostasis and possibly in diabetes *(Lin G.J., 2009)*. It is concluded *(Kushnir O.Yu., 2009)* that the hypoglycemic action of melatonin could be partly due to amelioration in the beta-cells of pancreatic islets.

The molecular structure of lipids makes them susceptible to oxidation. TBC-reactive substances are produced during lipid peroxidation *(Jesús Aguilar Diaz De Leon, 2020)*. In the heart of rats with dexamethasone diabetes, the contents of TBC-reactive products and OMP_{370nm} increase by 43% and 76% respectively compared with control rats, which indicates an increase in the processes of free radical oxidation of lipids and proteins.

SOD out-competes damaging reactions of superoxide, thus protecting the cell from superoxide toxicity. The reaction of superoxide with non-radicals is spin-forbidden. In biological systems, this means that its main reactions are with itself (dismutation) or with another biological radical such as nitric oxide (NO) or with a transition-series metal. The superoxide anion radical (O^{-2}) spontaneously dismutes to O_2 and hydrogen peroxide (H_2O_2) quite rapidly (~105 M-1s-1 at pH 7) *(Heinrich PC, 2006)*. SOD is necessary because superoxide reacts with sensitive and critical cellular targets. For example, it reacts with the NO radical, and makes toxic peroxynitrite. Superoxide inactivates the citric acid cycle enzyme aconitase, can poison energy metabolism, and releases potentially toxic iron *(Gardner PR, 1995)*.

We got the results, that in the heart of diabetic rats, a decrease in the activity of the studied enzymes is noted: superoxide dismutase – by 28%, catalase – by 25%, and glutathione peroxidase – by 31%, respectively, compared with control rats. These data have suggested that the increased production of oxygen reactive species in diabetes mellitus disorders might lead to a rapid consumption of antioxidants. In the levels of the antioxidant cascade, the decline in SOD activity means accumulation of reactive oxygen species, the significant decrease in catalase activity could indicate the failure to remove hydrogen peroxide, and the decrease of GP activity
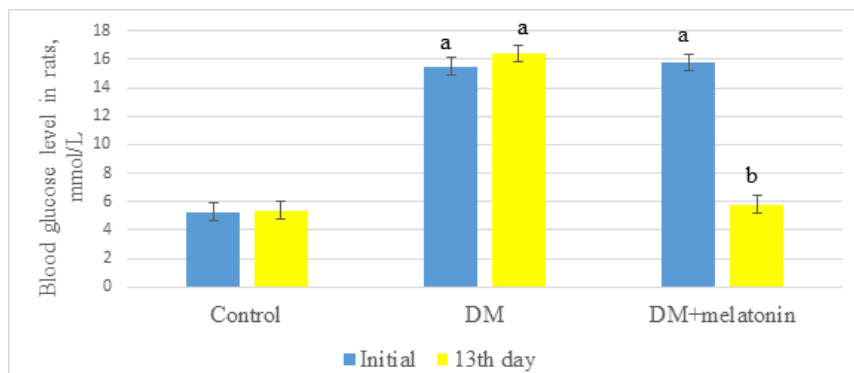
Fig. 1. Blood glucose level in rats, mmol/L (n = 10, x ± S$^{\overline{x}}$).
Note: 1. a, b, c – changes are reliable (p ≤ 0,05).
2. a – concerning intact rats;
   b – concerning rats with diabetes mellitus.

Table 1

Changes of the antioxidant defence in kidney of diabetic rats, (n=10, x±S$\overline{\text{x}}$)

Indexes / Groups	TBC-reactive products, mkmol /g	OMP$_{370nm}$, nmol /g	SOD, U/mg	GP, nmol/min×mg	Catalase, mkmol/min×mg
1.Control group	34.2±2.05	2.21±0.097	0.54±0.049	236.3±9.42	164.9±10.53
2. DM	48.3±3.55[a]	3.04±0.122[a]	0.41±0.037[a]	185.0±17.8[a]	132.8±7.16[a]
3. DM + melatonin	39.5±2.95[b]	2.52±0.107[b]	0.52±0.044[b]	219.9±18.8[b]	149.2±12.3[b]

Note: 1. a, b – changes are reliable ($p \leq 0,05$).

2. a – concerning intact rats;

b – concerning rats with diabetes mellitus.

could also indicate the failure of the antioxidant system to produce enough reduced glutathione to avoid oxidative stress produced by free radicals. The malfunction of these enzymes may be related to the higher protein oxidation levels heart tissues of diabetic rats, which could affect the activity of theses enzymes.

The imbalance between reactive oxygen species production and the antioxidant defense, in favor of prooxidants, is causes oxidative stress. Although at physiological concentrations reactive oxygen species can function as signaling molecules regulating cell proliferation, growth, differentiation and apoptosis they react with and damage all classes of endogenous macromolecules including proteins, nucleic acids, lipids and carbohydrates *(Sadowska-Bartosz I, 2015)*.

As depleted, the antioxidant systems fail to protect the organism against the oxidative damage, so diabetic rats may have an inadequate antioxidant enzymatic activity that is unable to respond to increased free radical production, which could lead to the development of the complications. Diabetes may cause myocardial cell damage and eventually lead to the development of diabetic cardiomyopathy (DCM). DCM is a disease caused by diabetes that is independent of coronary artery disease, hypertension and heart valve disease. The main characteristics of DCM include oxidative stress, cardiac hypertrophy, apoptosis, myocardial fibrosis and impaired cardiac function *(Heather R., 2016)*.

In the heart of rats, which, in addition to dexamethasone injections, received melatonin, the studied indicators did not differ reliably from the indicators of the control group of animals. Melatonin is uncommonly effective in reducing oxidative stress under a remarkably large number of circumstances. It achieves this action via a variety of means: direct detoxification of reactive oxygen and reactive nitrogen species and indirectly by stimulating antioxidant enzymes while suppressing the activity of pro-oxidant enzymes. In addition to these well-described actions, melatonin also reportedly chelates transition metals, which are involved in the Fenton/Haber-Weiss reactions; in doing so, melatonin reduces the formation of the devastatingly toxic hydroxyl radical resulting in the reduction of oxidative stress *(Russel J. Reiter, 2021)*. Possible, mealonin enhances the activities of SOD, catalase and GP which results in decresed of TBC-reactive products in heart tissues of diabetic rats.

4. Conclusions

Dexamethasone diabetes in the heart of rats is characterized by oxidant-antioxidant imbalance: the content of TBC-reactive products, oxidative modified proteins increase and the activities of the main enzymes of antioxidant protection – superoxide dismutase, catalase

and glutathione peroxidase – decrease. The use of melatonin stopped the processes of free radical oxidation of lipids and proteins, restored the activities of the investigated enzymes of antioxidant protection in the heart of rats.

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