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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 57 (2) (2023)!

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

The collected papers and their objectives represent researches in linguistics, intercultural communication and education. Among them: types of manipulative speech in political discourse, relevance of university news headlines (based on the websites of British and Ukrainian universities), variation of cyber neologisms in English, strategies of speech tactics and their use in business discourse.

The authors in the sphere of education elicit pedagogical aspects of complex application of interactive teaching methods in teaching foreign languages, methods of forming the methodical competence of art school teachers in the solo singing classes, difficulties in conducting listening comprehension in modern English, learning cultures and foreign languages with digital tools. Special attention is paid to blended learning which became a necessity during martial law in Ukraine. In the communication domain focus is on the concept of bilingualism, self-study of foreign languages by technical university students in the environment of informal education, and trauma in dialectical behavioral therapy.

PNAP also highlights the current problems of modern society, such as principles of local government, the rule of law as a principle of legal meaning, modern criminal-legal problems forced disappearance, representative bodies in Ukraine, improvement of public administration mechanisms regarding the formation of civil servant culture in Ukraine, influence of structural changes on the effectiveness of the system of material support of troops (forces) in modern conditions.

Authors in the sphere of health elicit modern approaches to assessment of the level of anxiety and stress resistance of pharmacists during the preparation for the first stage of the unified state qualification exam.

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

Andrzej Kryński

LANGUAGE, CULTURE, COMMUNICATION

WORKING WITH TRAUMA IN DIALECTICAL BEHAVIORAL THERAPY: LITERATURE REVIEW

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Summary

Modern society sees that war is becoming a permanent phenomenon. The consequences of war are always injuries of a physical and mental nature. The article focuses on the experience of a traumatic personal experience. The main diagnostic criteria for making a diagnosis of trauma are highlighted. The aim of this review is to discuss the theoretical and empirical evidence that examines the potential effectiveness of dialectical-behavioral therapy in working with the traumatic experience of an individual, as a way of building a theoretical model of working with trauma in DBT. The author's model in working with trauma is considered, which is based on a dialectical-behavioral approach and contains the following components: balancing self-awareness, balancing consciousness, acceptance and actions of the individual, balancing with the help of adaptation, balancing thinking, balancing emotions, balancing relationships, harmonizing, and supporting the individual. In the theoretical and practical context, the essence of leading strategies in work with trauma is disclosed. The main dialectical contradiction of psychological trauma is the internal conflict between erasing everything from memory and the desire to share with someone.

Key words: trauma, dialectical behavior therapy (DBT), model of working with trauma, posttraumatic stress disorder (PTSD).

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1. Introduction

Today's wartime proves that the term "trauma" will be in the everyday and scientific lexicon of Ukrainians for a long time, and after the war, in the post-war period. A trauma is an event that has a strong impact on a person's mental and/or physical state. According to the American classification of mental disorders (DSM-V), trauma is considered in the context of post-traumatic stress disorder; that is, a person must have certain symptoms. Symptoms of the injury decrease during the first month in some of the victims. The rest develop various types of disorders that are associated with adaptation.

Understanding the consequences of trauma and determining the appropriate treatment for victims remains one of the most difficult and controversial tasks. Although it is known that cognitive-behavioral methods of treatment have the greatest empirical basis for the treatment of trauma.

Our interpretation of trauma symptoms has expanded to include the knowledge that outcomes associated with traumatic experiences are not limited to the posttraumatic experience but rather extend to a range of intrapersonal and interpersonal problems. However, the history of trauma still leaves gaps in the treatment of a wide range of problems that are related to trauma.

2. Main text

In our scientific explorations, we will rely on therapeutic studies conducted by the founder of the dialectical behavioral method Linehan (1993). The concept of "mental trauma" became the most widespread in the theory of post-traumatic stress disorder and crisis psychology in the 1980s. As noted by researchers, the most common causes of mental trauma are the presence of a chronic incurable disease, loss, disasters, divorce, humiliation, bullying, and physical trauma (Reutter, 2019; Herman, 2020; Raja, 2012; Bohus, 2013; 2019; 2020; 2021; Landes, 2013; Sweezy, 2011, and Van der Kolk, 2015). Trauma is an extreme event that causes a person to act in an extreme way. After an injury, a person feels that all spheres of life are out of balance.

A trauma survivor has unmet needs. As noted by Maslow (1943), when a person has unsatisfied needs, the following principles are triggered: the mind focuses on unmet needs, not on achieved ones; when it is not possible to achieve many needs, the brain focuses on lower needs.

Herman (2015) points out that the central dialectical contradiction of psychological trauma is the conflict between the desire to forget the terrible event and the desire to talk about it. A single traumatic situation can happen anywhere. A prolonged traumatic situation is inherent in the circumstances of captivity. The diagnostic criteria for trauma are quite broad given the limited nature of these events, as they are usually based on the experience of hostilities, rapes, and disasters. If we consider long-term repetitive trauma, the picture of symptoms is much more complex, namely changes in the structure of the personality, distortion of the person's identity and changes in relationships with others.

Trauma disrupts the balance in all areas of a person's life. Very often, trauma forces a person to make radical decisions. Trauma activates judgment and narrows behavioral options down to three: fight, run, or freeze. Although of course these three types of behavior are adaptive and necessary during a crisis, they are not effective in the long term. In contrast to this three-level model of behavior, there are skills of distress tolerance, which allow a person to learn to act in destructive situations in an ecological and safe manner.

When it comes to using coping strategies, it is important to remember to do so in a calm and stable state, and to be patient and tactful in using them. The leading psychological reactions of psychological trauma include shock, irritation, emotional instability, shame, feelings of helplessness, problems with concentration, feelings of anxiety, and fear. As for the physical reactions, these are, for example, sleep problems, rapid heartbeat, fatigue, agitation, tension in the body, and headaches.

Work with psychotrauma takes place in various psychotherapeutic directions, which have clinically proven effectiveness in trauma-focused therapy, EMDR, CBT. However, we turn our attention to dialectical behavioral therapy (DBT), which is one of the leading methods of the so-called "third wave" of cognitive-behavioral therapy.

The research of scientists dealing with trauma is primarily focused on highlighting several aspects:

1. Work with trauma in clinical therapeutic practice on the example of a small sample.
2. Description of DBT work technology with post-traumatic stress disorder.
3. Consideration of case customers, their comparison.

4. Use of statistically significant research methods (for example, quantitative and qualitative methods and case method).
5. The presence of childhood trauma in a person's anamnesis increases the development of PTSD.
6. Researched are usually young women and students.
7. Orientation to the implementation of DBT in state-sponsored medical treatment.

The lack of a single approach to trauma determines the scientific search and consideration of this issue. Trauma in most dialectical-behavioral studies is considered in the context of post-traumatic stress disorder, because of childhood trauma, abuse, family and sexual violence. It is also worth noting the lack of a clear division into types of trauma among modern scientists, since more emphasis is placed on the treatment and implementation of the DBT program and the PTSD work protocol.

Our scientific investigations contribute to the emergence of questions regarding the differentiation of trauma and its impact on the personality in the future. Can we talk about the specifics of trauma during military operations, child trauma, abuse, family violence, sexual abuse? Is there a difference in working with different types of trauma? Is the classic protocol for working with PTSD in DBT suitable for working with all types of trauma? Is the interpretation and understanding of trauma identical to post-traumatic stress disorder in dialectical behavior therapy.

We can say with confidence that in dialectical behavioral therapy, post-traumatic stress disorder is interpreted as a consequence of a traumatic experience, regardless of the types of trauma. However, in the studies we looked at, it concerned sexual violence, child trauma, and maltreatment.

In our psychological practice, we use the dialectical principle, that is, we combine acceptance and change. So, our theoretical model in working with trauma contains the following components: balancing self-awareness; balancing the consciousness, acceptance and actions of the individual; balancing through adaptation; balancing thinking; balancing emotions; balancing relationships; harmonization and support of personality. Let's consider each component in more detail.

A traumatic experience always throws a person out of balance. However, psychological science has developed a treatment model that aims to restore balance in consciousness, thinking, emotions and behavior of a person who has suffered trauma. This is dialectic-behavioral therapy. At the heart of this direction is a philosophical approach symbolized by the term "dialectics" and means the unity of opposites. That is, each of us can experience ambiguity, and this method helps to find a middle ground between, for example, excessive and insufficient, hyperemotionality and hyperemotionality, excessive excitement, and impulsivity. Dialectic-behavioral therapy helps to become self-aware, accept oneself and others, adapt to stress and trigger situations, regulate one's emotions and thoughts, and improve interpersonal relationships.

Imbalance primarily begins with consciousness. When experiencing a traumatic experience, it is worth paying attention to the manifestations of personality. The realization of the principle of self-awareness is possible by observing the following rules: recognition, permission, investigation and development. For example, recognizing the signs that person is angry and letting it come and go (clenching fists, etc.), find out the cause of this emotion and finally use new coping strategies that allow to control breathing, muscle relaxation and rest. This approach allows to move from the physiological level to the metacognitive one.

The mind of the individual produces thoughts and emotions. In dialectical behavior therapy, Marsha Linehan (1993) suggests balancing emotions and thoughts with the help of a wise mind, which performs several useful functions, including identifying our thoughts and feelings, evaluating them, allowing us to regulate emotions and thoughts, teaching us to make

balanced decisions. The life of an individual flows in several spaces: the physical, professional (activity), social and spiritual. Harmonization in these spaces is possible due to the even distribution of human forces and energy, because otherwise disproportions can lead to internal conflicts and deepening dissatisfaction.

Psychological trauma as a traumatic crisis is the result of a certain unpredictable and sudden event. This causes a violation of the regulatory organization of the psyche from a temporary feeling of discomfort to clinical conditions, with loss of work capacity and capacity for action.

The implementation of dialectical behavior therapy in the treatment of trauma shows not only its effectiveness but also its comparison with other types of therapy trauma-focused therapy.

Studies by Steil, Engelmann, Stangier, Priebe, Fydrichb, Weiß, and Dittmanna (2022) seem interesting, which aimed to develop a scale for assessing attachment and specific competence for the treatment of dialectical behavioral therapy of post-traumatic stress disorder (DBT-PTSD), as well as to study their psychometric properties. Global cognitive-behavioral therapeutic competence and disorder-specific therapeutic competence were assessed using existing scales to confirm their psychometric properties in a sample of patients with PTSD and emotion dysregulation. In our opinion, thanks to this kind of research, we can talk about adequate evaluation and effective use of DBT techniques in work with PTSD.

Meanwhile, Gratz, Berghoff, Richmond, Vidaña, Dixon-Gordon (2020) investigated the presence of post-traumatic stress disorder (PTSD) as a predictor of response to dialectical behavior therapy (DBT) treatment with primary outcomes representing interest in DPT. PTSD was associated with better response to measures of BPD symptom severity and a steeper (albeit small) reduction in PTSD symptoms over the course of treatment.

Alternatively, Xiao (2022) in his research focuses on the implementation of the DBT work evaluation model with traumatic experience following the genetic algorithm. As shown by the studies of the DBT scientist, the techniques help to eliminate the symptoms of PTSD.

Instead, scientists suggest testing and building feedback systems for trauma-related emotions. Because they can be used to differentially indicate emotion-related interventions (Görg, Böhnke, Priebe et al., 2019; Görg, Dyer, Steil, 2017).

On the one hand Ross (2005), researching personality disorders, notes that they are often concomitant and combine each other's symptoms. The use of dialectical behavioral therapy proves a positive effect on a person suffering from borderline disorder. At the same time, the model of trauma therapy for dissociative disorder is considered. The proposed psychotherapeutic treatment program seems interesting, which can help clarify the role of DBT in the treatment of not only borderline disorders but also dissociative disorders, for example.

On the other hand, Raja (2012) in her scientific applied work provides a detailed analysis of techniques and practices for working with different types of traumatic events, based on cognitive behavioral therapy, dialectical behavioral therapy, and acceptance and commitment therapy. At the same time, preference is not given to any one method of work. As the scientist notes, traumatic events include sexual violence, child abuse, domestic violence, murder, street violence, car accidents, war crimes, natural disasters, and fires.

Consider the complexity of the relationship between early traumatic experiences, feelings, coping strategies, and adult trauma. Childhood or adolescent trauma can be caused by a feeling of loneliness and abandonment, parental betrayal, which leads to a loss of trust in the outside world, a desire for isolation, and, accordingly, contributes to the expression of vulnerability. As for youth trauma and trauma in adulthood, it is usually accompanied by unhealthy strategies, for example, the use of psychoactive substances, avoidance of emotions, sexual

risk-taking behavior. Furthermore, in the adolescent period, accentuations of the character of the individual are clearly expressed, which also contribute to the manifestation of chemical and non-chemical dependencies (Geddes, Dziurawiec, & Lee, 2013).

Harned, Schmidt, Korslund, Gallop (2021) examined DBT with and without DBT PE in four public mental health facilities in a pilot nonrandomized controlled trial. There are no unequivocal results yet. Despite all the misgivings on the part of clinicians about the use of exposure therapy, that during the treatment of post-traumatic stress disorders with the help of this therapy there are often sudden improvements that have prognostic value (Krüger *et al.*, 2014). The scientists found that exposure-based treatment did not lead to a worsening of PTSD symptoms in the subjects.

Besides Becker and Zayfert (2001) learning the specifics of PTSD treatment in clinical settings. Researchers say that DBT can reduce the impact of external life stress that interferes with therapy by providing more effective coping skills. DBT also provides the patient with supportive skills to manage therapy-interfering emotions (e.g., anger, shame, guilt) and behaviors (e.g., dissociation, non-adherence). DBT helps interrupt secondary emotional responses that may be involved in perpetuating trauma-related distress. Ultimately, DBT skills increase the patient's ability to fully activate and attend to anxiety during exposure. As a result, clinical studies by scientists confirm that many "unsuitable" patients can both tolerate and benefit from exposure.

In dialectical behavioral therapy, work with trauma takes place according to the protocol. The following criteria are used:

- 1) the client cannot be in immediate danger of suicide;
- 2) the client has not attempted suicide or self-harming behavior within 2 months;
- 3) the client has the opportunity to recognize and experience signs of suicidal behavior without self-harming;
- 4) the client cannot use behavior that threatens and interferes with therapy;
- 5) the main priority in treatment should be to work through the post-traumatic experience and seek to heal;
- 6) the client must be ready to experience strong emotions and at the same time does not avoid strong experiences or emotions.

Bohus, Kleindienst, Hahn, Müller-Engelmann, Ludäscher, Steil, Fydrich, Kuehner, Resick, Stiglmayr, Schmahl, Priebe (2020) wrote about dialectical behavior therapy for posttraumatic stress disorder (DBT-PTSD) compared with cognitive processing therapy (CPT) in complex presentations of PTSD in women survivors of childhood abuse: A randomized clinical trial. Childhood abuse significantly increases the risk of developing posttraumatic stress disorder (PTSD), often accompanied by symptoms of borderline personality disorder (BPD) and other co-occurring mental disorders. Despite the high prevalence, systematic evaluations of evidence-based treatments for PTSD after childhood abuse are sparse. These findings support the efficacy of DBT-PTSD and CPT in the treatment of women with childhood abuse-associated complex PTSD. Results pertaining to the primary outcomes favored DBT-PTSD. The study shows that even severe childhood abuse-associated PTSD with emotion dysregulation can be treated efficaciously.

Also, the team of modern scientists (Bohus *et al.*, 2019), developed a dialectical behavioral therapy assessment program for the treatment of post-traumatic stress disorder in child victims of violence. According to this program, the following modules have been identified for work: pre-treatment, commitment, trauma-model and motivation, skills and cognitive elements, exposure techniques, radical acceptance, a life worth living, well-being.

In another scientific investigation led by Martin Bohus, et al. (2019) it is noted that post-traumatic stress disorder after childhood abuse is often associated with comorbidity, in particular with symptoms of borderline personality disorder. DBT-PTSD was developed under the direction of Bochas to meet the specific needs of patients with complex PTSD. The treatment program is based on the rules and principles of dialectical behavior therapy (DBT), and adds interventions derived from cognitive behavioral therapy, acceptance and commitment therapy, and therapy that focuses on compassion. DBT-PTSD can be provided as a comprehensive clinical program or as an outpatient program.

According to research Cornelisse, Biermann, Enning, Schmahl and Kleindienst (2021) conducted, post-traumatic stress disorder (PTSD) can be effectively treated in adolescents and young adults. However, there is a lack of studies investigating the effectiveness of psychotherapy in the clinically important group of adolescents with PTSD related to childhood sexual and/or physical abuse and concurrent symptoms of borderline personality disorder (BPD).

Steil, Dittmann, Müller-Engelmann, Dyer, Maasch, and Priebe (2018) wrote about another clinical trial of outpatient treatment for patients with post-traumatic stress disorder and previous sexual violence in childhood. Unequivocal results have not yet been established.

Instead, Wilkinson (2016) focuses on adolescent research based on the principles of DBT and an understanding of the different principles of information processing and learning associated with each of the A and C attachment strategies as understood in the dynamic model of adulthood.

At the same time, the probability of suicide remains high, especially among people who have experienced military actions. Substance use, post-traumatic stress disorder, and depressive symptoms are actualized and lead to suicidal manifestations. However, research on these models is not complete. Furthermore Landes, Garovoy, and Burkman (2013) describe the specifics of veteran trauma and various PTSD treatments. A common thread among these treatments (DBT, SS, STAIR Narrative Therapy) is their focus on structured, skill-based intervention that directly targets behaviors that create significant distress in veterans' lives (e.g., emotion regulation, impulsive behavior, self-view). Each model offers unique features, but also shares the common goal of working in Stage 1 to help stabilize clients across a wide range of complex PTSD symptoms. It is important to note that the researchers found that veterans were often victims of sexual violence and abuse during childhood and during their service in the military, which accordingly reinforces the flow of traumatic experiences.

A recent study by Cameron, Eaton, Brake, and Capone (2021) focuses on relationships between depressive symptoms, suicidal ideation, and distressing events in war veterans. The main objective of this study was to examine the impact of morally harmful events as a risk factor for suicide in veterans who use psychoactive substances. This acts to help the veterans escape from psychological stress.

According to the results of their study, it was found that the impact of morally harmful events and symptoms of depression were higher in participants with a diagnosis of PTSD, but there was no significant difference between those who had and those who did not have such a diagnosis in the use of psychoactive substances. In the context of the study, it was established that the trauma had a moral impact on the manifestation of suicidality.

One of the most recent studies in this direction is the scientific exploration Nagy, Pickett, and Hunsanger (2022). The researchers studied emotion regulation difficulties caused by trauma, PTSD symptoms, and sleep disturbances. Dispositional mindfulness, the tendency to be in the moment, with acceptance and non-judgment, was conceptualized as adaptive emotion regulation. As the researchers note, dispositional mindfulness is associated with adaptive

posttraumatic outcomes, but has not been studied in the context of sleep disturbance. This study aimed to extend previous research to examine the relationship between dispositional mindfulness and trauma outcomes. As evidenced by the results of the study, dispositional mindfulness is associated with a lower frequency of PTSD-related sleep disturbances and better sleep quality (daily disturbances). It was also established that specific components of dispositional mindfulness remain significant when components of emotion regulation difficulties are included in the model.

Several years ago, mental health researchers made a series of breakthroughs in the treatment of trauma. For example, treatment of post-traumatic stress disorder with the help of cognitive-behavioral therapy demonstrates a reduction in PTSD symptoms and restoration of functioning. Cognitive-behavioral therapy is based on learning theory, so treatment from this perspective involves learning new ways of interacting and coping with painful thoughts and feelings. As has been noted dialectical behavioral therapy techniques will be helpful for people who suffer from emotional dysregulation, who want to improve their interpersonal relationships and feel personal security. DBT is based on mindfulness practices. Through mindfulness, one becomes able to focus on a goal or intention and is able to be attentive without judgment. At the same time, the dialectical-behavioral approach to the interpretation of mindfulness differs from the cognitive-behavioral approach, namely: 1) DBT emphasizes the awareness of inner experience and the use of “wise mind”; 2) the practice of mindfulness in any behavior is encouraged, which is different from meditation, which is not required, which is why mindfulness is fully integrated into an individual's daily life (Follette, Briere, Rozelle, Hopper, & Rome, 2015, p. 77)

Following this Choi-Kain, Wilks, Ilagan, Iliakis (2021) in their research note that borderline personality disorder with post-traumatic stress disorder is severe consequence of early trauma that leads to a person's disability. These scientists note that the use of exposure therapy will be more effective when the trauma is already in the past, and not ongoing. Therefore, working with patients involves creating safe conditions for understanding the trauma as part of the past, as a necessary component for optimal recovery after intensive DBT therapy.

Although earlier Foa, Hembree, and Rothbaum (2007) proposed a program based on prolonged exposure (PE) therapy, the primary goal of which is to help trauma survivors focus emotionally on sensations while reducing PTSD symptoms. This program is intended for teenagers and includes the following procedures: motivational interview to improve attendance and treatment; case management to eliminate obstacles in therapy; teaching general reactions to a trauma; training in breathing techniques; conducting in vivo experiments with situations or objects that the client avoids and feels anxious and afraid of; repeated long-term presentation of traumatic memories, images; review of treatment and prediction of future reactions and situations.

At the same time, the founder of the DBT method, Marsha Linehan (2015), notes that initially when working with a clients' traumatic experience, it was important to teach them effective problem-solving strategies. However, it was not easy, because the client was required to make very difficult changes in own life. The scientist notes that often clients responded with hostility, aggression or refused further treatment. Therefore, treatment strategies have changed and focused on acceptance and warmth. This required the therapist to begin using new strategies that encompassed synthesis, including:

- 1) techniques of change and techniques of acceptance;
- 2) the therapist's understanding of the direction of movement, taking into account the speed and flow;

3) the use of radical acceptance by the therapist in relation to his client, despite his rate of progress and risk of suicide;

4) humility of the therapist to see the transactional nature of the surrounding reality. This reflects the synthesis of acceptance as well as changes in acceptance of the client in the place where he is. At the same time, several change strategies aimed at solving problems, acceptance strategies with an emphasis on verification and validation of the individual are used.

However, synthesizing acceptance and change causes anxiety among clients. Given the complexity of clients' problems, asking the therapist to temporarily tolerate a distressing experience in order to focus on other goals of treatment is quite a difficult, if not impossible, task. For many clients, experiencing memories and feelings is unbearable and provokes dysfunctional behavior. Ms. Linehan proposed a new set of goals for clients who focus on learning: 1) the radical acceptance that each person must accept their past, present and realistic limitations regarding the future; 2) develop skills to tolerate distress without impulsive or destructive reduction. Dialectical behavioral therapy is fundamentally based on behaviorism, and at the same time when DBT was created, behavioral treatments focused primarily on changing the distressing experience, not on temporarily tolerating it. This was the reason for the change in traditional behavioral treatment.

DBT specialists proposed a hierarchy of procedures for how and what to treat a specific client. For the clinician, this is a wonderful opportunity to treat people with a variety of problems and challenges. Accordingly, the goals are grouped into recommended stages of treatment. At the first stage, the client's condition is stabilized and control over own behavior is achieved. At this stage, the following behavioral goals are distinguished: to reduce behavior that poses a threat to a person's life (suicidal manifestations, self-harm), to reduce behavior that interferes with therapy (e.g., refusal to cooperate, provocation of the therapist,), to reduce behavior that affects the quality of the client's life (e.g., use psychoactive substances, unemployment, homelessness), increase the manifestations of skillful behavior (with the help of skills training). The second stage is called the stage of "quiet despair", that is, the individual controls his actions, but emotional experiences – not. In stage 2, the goal of treatment is for the client to experience the full range of emotions. Post-traumatic stress disorder is treated at this stage. The third stage consists in reducing the usual problems in life. Stage 4 is designed to enhance a sense of wholeness, find joy, and/or achieve transcendence. Different strategies can be used at each stage. For example, dialectical strategies: balancing between acceptance and change strategies, paradoxical intervention (changes versus acceptance), use of metaphors, devil's advocate, extending; validity strategies module: pay attention, reflect, monitoring one's own emotions and states, understanding the causes, acknowledge the inherently valid feelings, with equality and authenticity; problem solving strategies module: behavioral assessment, contingency management procedures, skills training procedures, exposure procedures.

So, as we can see, there is a wide range of techniques and strategies that help to ecologically experience disturbing events and circumstances. It is worth understanding that the behavioral direction of therapy is focused on changing behavior, and the dialectical-behavioral direction teaches tolerance, the ability to accept and find meaning and experience distress. In particular, the skills of radical acceptance became especially relevant in the scientific space after the publication of the terrible stories of the Nazi concentration camps. Radical acceptance of the facts of the present moment is essential for survival. Distress tolerance training teaches self-soothing techniques aimed at getting through a crisis without making the situation worse (e.g., not using psychoactive substances, avoiding suicide attempts or other dysfunctional behaviors). Distress tolerance is a set of skills that are aimed at accepting reality, reducing suffering, increasing freedom when painful facts cannot be changed immediately or at all.

Recent studies demonstrated that the use of both cognitive and emotional client appeals was effective in reducing clinician anxiety and increasing positive beliefs about exposure therapy in general (Farrell, Deacon, Dixon, and Lickel, 2013). A traumatic experience requires complete focus on processing its manifestations, symptoms and signs. In the dialectical-behavioral approach, the possibility of processing the trauma occurs in the context of DBT work of the team, if there is none, then individual therapy is used, but it will work better in combination with telephone coaching, skills training, and group therapy. Another point is that treatment is time-consuming and may exceed the available resources of both the client and the clinician. For the client, the amount of treatment may be too much of a commitment.

In research (Landes, Garovoy, & Burkman, 2013) note that complex trauma (especially among veterans) is an urgent problem given the turbulent realities of today. A few methods are highlighted that are effective in working with such experience. In fact, there are many challenges in treating veterans, and the distress associated with PTSD symptoms is a result of exposure to complex trauma. High levels of distress associated with difficulties in affect regulation (suicidal thoughts, actions) may lead to treatment that focuses exclusively on crisis management. Symptoms of trauma can make it difficult to participate in psychotherapy, given the low level of self-regulation and self-control. Dialectical behavioral therapists in their recent scholarly work notes that clinicians may have trouble distinguishing between psychopathology, traumatic experience, and emotional dysregulation while using the correct chronic exposure protocol (Harned, 2022; Wagner, Rizvi, & Harned, 2007).

3. Conclusions

Thus, even though dialectical behavior therapy was developed to work with borderline clients, it has proven itself well in working with PTSD. Dialectical behavioral therapy in working with trauma is enhanced by the following factors:

- use of emotion and behavior management skills that interfere with personality healing (e.g., shame, guilt, attachment);
- DBT techniques help to split the secondary emotions that were involved in experiencing the trauma;
- DBT skills increase the individual's ability to fully activate and pay attention to their states during contact.

It is also worth noting that working with strong emotions involves the ability of a person to withstand this contact. Using a dialectical behavioral psychotherapy approach to trauma treatment, it is important to note that their focus is on structured interventions based on skills that directly address behaviors that create significant distress in the life of the traumatized individual, which may manifest in, for example, impulsive behavior and emotion dysregulation. Thus, this dysfunctional behavior interferes with the successful engagement and application of psychological treatment methods. The primary priority is to stabilize the client during a wide range of complex PTSD symptoms.

The specifics of experiencing trauma in a cross-cultural context remain interesting and unexplored. Culture is an integral part of all relationships. Our cultural context shapes perceptions, attributions, perceptions of ourselves and the world around us. It is the incredible influence of culture that permeates all aspects of human life, which is often unknown to us. We are all multicultural in the sense that we belong to many subcultures at the same time. For example, a young soldier who has returned from a combat zone belongs to a military culture that values victory, following orders, and courage. However, he may return to a society where the war in which he fought

is not valued, and this is when the clash of value orientations of the individual and society begins. At the same time, he may be a member of an organization or community where open expression of emotion, vulnerability, or sensitivity is sanctioned or frowned upon. He may belong to a certain subculture that promotes struggle and at the same time a member of a religious community, which adds another layer to his cultic profile of experiencing the surrounding reality.

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TYPES OF MANIPULATIVE SPEECH IN POLITICAL DISCOURSE

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Summary

The article examines the topic of manipulation and its manifestations in various types of discourse: political, mass media, advertising. The author of the article also investigates the manipulative potential of the text space of Internet comments, using the classifications of manipulation types, strategies and tactics of manipulation, as well as typical techniques of language manipulation available in the scientific literature. Public opinion, which is formed in the discursive space, is an important component of the linguistic existence of society. However, the study of the manipulative component of written communication in the Internet space is one of the least researched aspects of a person's linguistic ability. In his work, the author of the article concludes that spontaneous online texts have a significant potential for researching the manipulative component of written communication in the Internet space. Manipulation is a complex and multifaceted phenomenon that has been the object of interdisciplinary research for more than one decade, being in the focus of attention of philosophers and psychologists, linguists and political scientists, marketers and specialists in the field of advertising. The famous American psychotherapist Everett Schostrom wrote in the book "Anti-Carnegie or Manipulator Man": "Manipulation is a pseudo-philosophy of life aimed at exploiting and controlling both oneself and others."

Key words: Manipulation, manipulative component, language ability.

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1. Introduction

In psychology, manipulation is usually understood as "a type of psychological influence, the implementation of which leads to the hidden emergence of intentions in another person that coincide with existing desires." Important components of manipulative influence are the purposeful transformation of information, as well as skillful play on a person's feelings, emotions, weaknesses (for example, fear, guilt, compassion, greed), as well as on his needs (for example, the need for self-expression, security, respect, recognition). P. B. Parshin notes that, despite the lack of a universally accepted definition of manipulation, "efficiency and inconsistency with the interests of the subject of evaluation are constitutive of the concept of manipulation".

Problems related to the use of language in political discourse are a frequent topic of discussion in the media and the scientific community. People's interest in politics is growing, and accordingly, the need for a more detailed consideration of such a phenomenon as manipulation in political discourse is also growing.

In modern linguistics, the concept of discourse is one of the most difficult to define, which is due to the use of this term in many other scientific fields, such as sociology, philosophy, anthropology, ethnology, etc., directly or indirectly related to the study of language functioning.

Previously, discourse was understood as a set of sentences connected in a text by content, but currently linguists distinguish between the concepts of "text" and "discourse". Thus, discourse is understood as a complex communicative phenomenon that includes not only the text, but also all kinds of extralinguistic factors that contribute to its perception by the recipients.

The role of language in this process is of particular interest to its researchers. According to the apt remark of the researchers, "language knows how to disguise its functions, it knows how to pass one thing off as another, it knows how to inspire, influence, and testify falsely."

2. Main text

In linguistics, speech manipulation (or speech manipulation) is defined as "a type of interaction between people in which one of them (the manipulator) consciously tries to control the behavior of another (the one being manipulated), encouraging him to behave in any manipulative way... in this way, that the one who is being manipulated is not aware of himself as an object of control." At the same time, language is called manipulation, which is "carried out through the conscious and purposeful use of certain features of the system and the use of language."

Scientists believe that language manipulation is inevitable in real everyday communication and define it as "a hidden influence on a person, carried out by means of communication, which aims to change his emotional and psychological state." Therefore, through the linguistic prism, this phenomenon is seen as a set of language actions and language means, with the help of which the addressee influences the addressee for his own purposes. Moreover, as in some works, this influence can have instant success and go unnoticed by the object of influence. According to H. Schiller, "in order to achieve the greatest success, the manipulation must remain invisible."

On the other hand, the exerted influence is sometimes fully realized by the manipulator himself, in this case the existence of unconscious manipulation is recognized. Here it should be noted that the behavior of some people, in particular, speech, is characterized by their typical tendency to covertly manage people in order to gain profit. And here the reason for such behavior is a property of this personality, which is usually denoted by the term manipulateness. The manipulator type is distinguished both in psychology and in linguistics. E. Shostrom calls a person "who treats himself and other persons as objects, "things" subject to use and control, a manipulator. The modern manipulator is a product of a scientific and market approach, in which a person is seen as a thing about which one needs to know a lot in order to be able to influence him. As for manipulateness as a typical linguistic behavior, the type of linguistic personality of the manipulator in the works of scientists who are engaged in modeling and typology of linguistic personality. But this approach "from the personality to the text" defines a different angle of research: knowing about the manipulator as a typical personality, one can find his representatives among literary characters, etc. (*Kishchenko, 2019*).

As a number of scientists note, "in everyday life, many of us play the role of involuntary manipulators without the goal of causing harm. Manipulations can even be directed, in our opinion, for the benefit of the "victim", of course, not according to her wishes, but at least not to her detriment. So, for example, a mother can use various tricks to prevent her daughter from dating an "unsuitable" young man, in the mother's opinion. We will talk about conscious, deliberate, planned manipulation aimed at achieving self-interested goals."

Let's consider two examples from situations of everyday communication. The woman, being delighted with the purchase, tells her colleagues about it.

As a result, one of her colleagues buys the same thing the next day. In this case, the narrator convinced her colleague that she needed the thing, but she did it unconsciously and had

no ulterior motives. Here we can talk about a communicative strategy of self-representation, the implementation of which had a parallel advertising effect – convincing the communication partner of the need to make a purchase.

However, it should be noted that both fakes and propaganda are in many respects a response to demand on the part of the object of manipulation. People "prefer the information that corresponds to their political views or their picture of the world", which is caused by a tendency to stereotype thinking and the inability to critically analyze the situation. The reason for the popularity and effectiveness of the fake as a means of manipulation should also be sought in the recipient's desire to avoid cognitive dissonance. If the media discourse ceases to appeal to the stereotypical knowledge shared by all members of the relevant subculture, this dissonance will inevitably occur. The second manipulative strategy – ideological polarization – is implemented through the creation of cognitive models that make the recipient feel more acutely his belonging to "his" and reject "strangers". The goals of polarization are a positive presentation of "Self/Us" and a negative presentation of "Us/Them", which consolidate ideological affiliation and ideological conflict.

Example two. In a conversation with her granddaughter, the grandmother notes that she would really like to participate in the latest lottery draw, but for some reason there are no tickets in the bookstore near her house. As a result, the granddaughter buys a lottery ticket, although the grandmother did not ask her to do so. As can be seen from the second example, an elderly woman manipulates her granddaughter (manipulation based on a sense of duty, respect for older age) in her own interests (*Mykhalchuk, Bihunova, Fridrikh, Vietrova, 2021*).

There is an opinion among foreign marketers that manipulation is the achievement of one's goals in the form of persuasion. Therefore, in our opinion, it is necessary to distinguish between manipulation and persuasion. From the point of view of communication theory, persuasion is not quite a manipulative speech act, but if persuasion is carried out not explicitly, but by implicit means, against the will and without awareness of the interlocutor, then in this case we can talk about the presence of manipulation. Some researchers believe that "manipulation differs from persuasion primarily in that persuasion achieves the planned effect "voluntarily" based on information, explanations and evidence perceived by the addressee, and manipulation is a kind of "intellectual violence" that is carried out with the help of a specific reception of a certain set of techniques". The manipulateness of the mentioned spheres of communication exists and is justified a priori. We are interested in the other side of the question: whether manipulation with the help of language takes place in everyday discourse, in that part of it that is somehow related to political topics. In this segment of the discursive space, the object of research is Internet users' comments on articles of political content. These texts, which today belong to the genre of natural written speech, rightfully constitute a wide space at the junction of political and everyday discourses. According to scientists, "another part of the political discourse consists of texts created by ordinary citizens who, not being professional politicians or journalists, occasionally participate in political communication (*Clausner, 1999*). Such texts are in the sphere of intersection of political and everyday discourses" foreign scholars also believe that insufficient attention is paid today to the corpus of Internet texts in which political issues are discussed: "Scholars "ordinary" citizens online is most likely to occur. This line of research is an increasingly profound belief that schoolchildren should be recognized for the importance and development of such a conversation in the global world. (Scholars do not pay attention to the space where most (everyday) talk about politics between ordinary citizens is likely to take place. The lack of such research is even more surprising when scholars recognize the importance of this kind of political communication in the "offline" world.)

3. Conclusions

The approach implemented in the study from extralinguistic causes of language influence to linguistic means of its implementation and use as a basic theory of activity allowed to interrelatedly investigate intra- and interpersonal processes, linguistic and psychological phenomena and describe a special kind of speech influence.

The identifying (generating) characteristic of manipulation is the specific – manipulative – cognitive and communicative attitude of the influencing subject, – value disposition in relation to the object of influence. The manipulative cognitive attitude is characterized by a system of conditions: 1) failure of the subject of the MV to recognize the equal value of the personality of the object of the MV in comparison with his own, which is manifested in the failure to recognize the equal value of the needs of the object of the MV; 2) the desire to achieve the desired in the event of a conflict of interests without any concessions, to get something without payment, for nothing – that is, without any emotional costs. The manipulative communicative attitude is characterized by 1) the desire to satisfy one's own need in the form of use, but not in satisfying the needs of the object of the MV; 2) striving to satisfy one's own need without revealing a conflict of interest to the object of the MV.

Manipulative linguistic influence (like any influence in general) is an interaction of its subject and object. This means that in complimentary relations, firstly, there must be the attitudes of the manipulator and the manipulated, and secondly, the means used by the manipulator and the personality structures of the manipulated, where these means affect.

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RELEVANCE OF UNIVERSITY NEWS HEADLINES (BASED ON THE WEBSITES OF BRITISH AND UKRAINIAN UNIVERSITIES)

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Summary

The aim of the article is to establish the relevance of university news headlines on the websites of British and Ukrainian universities. The study clarifies the integral nature of university discourse; develops a step-by-step methodology for comparative research of university news discourse using automated semantic text analysis ISTIO; and determines the relevance of news headlines by entering keywords in the text. University news texts represent concise verbalised fragments of knowledge correlated to a diverse subject area of university life. The research material was limited to the websites of two Ukrainian and two British universities. When choosing the universities, we were guided by the principle of comparability, which implies the study of linguistic samples relevant for cross-linguistic analysis. For this purpose, we took into account: 1) the history of the university's development, i.e. belonging to approximately the same historical period of foundation; in our case, the 20th century; 2) the similarity of educational programs. In our opinion, such criteria are important when comparing both the thematic heading of news and the quality of their content. These universities are: Loughborough University, Keele University (Britain), Kyiv Volodymyr Hetman National Economic University and Vinnytsia Institute of Trade and Economics of State University of Trade and Economics (Ukraine). The study used a number of general scientific research methods (analysis, synthesis, induction, deduction), as well as linguistic methods, such as descriptive, discourse analysis, and comparative. An analysis of the relevance of news article headlines according to the presence of keywords in the text (identified using the ISTIO online service) showed that the authors of articles do not always take this correlation into account. According to our observations, the largest number of correlations was found in the English-language news discourse of the Loughborough University website.

Key words: university discourse, news discourse, network communication, correlation, semantic representation, naming.

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1. Introduction

Modern university news discourse is an important element of the representation of university life. Given the organic combination of typological features of institutional and network communication in this discourse, its linguistic study covers a number of problematic, sometimes controversial issues. News, filling a rather large information space on the official websites of universities, becomes an effective tool in building cooperative communication strategies. In this context, the triad of such linguistic entities as "university discourse", "news discourse", and "network communication" is becoming more relevant, since within the framework of their interaction we are talking about modern, pragmatically colored ways of creating the image of a higher education institution, highlighting the priority areas of its activities and establishing special network communication between the university and the target audience (*Akimova, 2017; Bou-Franch, 2018; Iarova, 2022*).

The advantages of the university news discourse include its dynamism. It has the ability to "compress" space and time – the information presented in university news articles is prompt ("here and now"), informative (reproduces the main points), covers a wide range of issues (from scientific discovery to leisure of university community members), and is formalized (*Karpenko, 2016; Zhabin, 2020*).

Among the topical issues related to university news discourse is the problem of headlines as a structural part of a news text. A headline is the central thesis of any material. It performs nominative, communicative, and advertising functions. On the one hand, an original, apt, logical headline can attract the addressee's attention and make him or her interested. On the other hand, the headline of a university news item is intended to reproduce and condense the content of the information message. In other words, it should be appropriate, relevant to the content of the news text. It is this aspect that is valid for our study (*Crystal, 2011; Dijk, 1988; Hokhman, 2018*).

The purpose of the article is to establish the relevance of university news headlines on the websites of British and Ukrainian universities. Achieving this goal occupies the following tasks: 1) clarifying the integral nature of university discourse; 2) developing a step-by-step methodology for comparative research of university news discourse using automated semantic text analysis ISTIO; 3) determining the relevance of news headlines by entering keywords of the text.

The representative sample of news texts comprises 200 units (50 news items from each website). The texts were extracted from the websites of British and Ukrainian universities. In particular, the study covered news reports from universities relevant in terms of the time of their establishment and areas of educational activity, namely: Loughborough University, Keele University, Kyiv Vadym Hetman National Economic University and Vinnytsia Institute of Trade and Economics of SUTE.

The study used a number of general scientific research methods (analysis, synthesis, induction, deduction), as well as linguistic methods, such as descriptive, discourse analysis, and comparative. Considerable attention was paid to automated semantic analysis of news texts using the ISTIO software.

2. The Pragmatics of university news discourse

Today's educational environment requires new discursive practices of social interaction between all participants in the educational process. The possibility of continuous remote communication and the intensification of virtual life define new parameters for positioning universities in the global institutional online space. This task is partially solved through the content

of news sections on official websites, which builds a kind of media dialogue. The purpose of such a dialogue is to make the addressee interested in information and to engage him or her in a common communicative field. By developing communication with the target audience as a potential client of educational services, the addressee (higher education institution) uses attractive language to form a positive image portrait in the addressee's perception and increase its brand awareness.

Speaking about the participants of university discourse, it is worth noting that they are not only students and teachers as typical participants. The palette of university discourse is also formed by other university community members (administration, staff, teaching staff). Moreover, the university discourse involves representatives of society who are not directly connected with the university in everyday activities but can engage in a dialogue with the university community in certain situations (applicants, parents of applicants, stakeholders, participants of university events, competitions, etc.).

Today's university news discourse is a process of combining the communication activities of representatives of the university society. It operates in the field of operational information broadcasting in the Internet space. News texts represent concise and worded fragments of knowledge related to the diverse subject area of university life. They reflect national and corporate culture, as well as the social space of the university. In addition, news discourse is designed to ensure communication between different participants in the educational process. The typological features of university news discourse as a special type of network communication are the target audience (reports on events at the university), and the channel of information transmission (university news posted on the university website).

Modern university news discourse is an important link in network communication, given its ability to ensure fast, informatively truthful, and effective communication between educational institutions and their target audience. It is also a powerful tool for creating an image of an "ideal university" to be trusted.

3. Determining the relevance of news headlines based on keywords in the text

Turning to the results of our study, we note that it involved the analysis of the quality of content according to the headline and topic of the message. For this purpose, we conducted a semantic analysis of the texts using the free online service ISTIO (<https://istio.com/text/analyz>). This analysis allows us to determine the nausea (keyword content) of the text. The service also identifies keywords in the text.

There are two types of text nausea: academic and classical. Academic nausea is calculated by the ratio of the repeated word to all other words. For example, if a document consists of 100 words and one word is repeated 5 times, the academic nausea of this word will be 5%. The recommended academic nausea rate should be no higher than 7-8%. To calculate classic nausea, you need to take the square root of the number of words repeated in the document. The size of the text should not be taken into account. For technical reasons, this indicator cannot be less than 2.64. Classic nausea is calculated by the software. The text is considered spammy (i.e., keywords are used too many times) if the Classic Nausea score is higher than 7.

If the SEO module ideally requires the headline to contain keywords that are relevant to the search context, then it is likely that the headline of the article should contain at least two or three keywords from the news text.

The online resource we used for semantic text analysis identifies the keywords in the article and calculates their usage.

Next, we compare the headline of the news article with the selected keywords. For example, let's look at the website of Vinnytsia Institute of Trade and Economics of State University of Trade and Economics (Table 1).

As can be seen from the table, in the first example we find coincidences (*маркетингової агенції 'marketing agency'*). At the same time, there are noticeable informational shifts between the important, in our opinion, lexemes in the headline (*зустріч, здобувачі вищої освіти 'meeting, students'*) and the keywords of the text (*бізнес-школа 'business school'*).

The headline in Example 2 is correlated, as it contains coincidences (*бізнес, конкурс 'business, competition'*).

The next example 3 from the above table shows that the headline and content of the news text are not correlated. The headline does not contain any of the words that are most often found in the news text.

Let's analyze examples from the Loughborough University website (Table 2). In example 1, we can see a correlation between the headline and the keywords. In this case, the keywords of the text are most fully reflected in the headline of the article. In Example 2, there are fewer matches, and the headline contains a less-ranked keyword. In Example 3, the headline does not contain any keywords at all.

This algorithm was used to analyze the headlines and keywords in a representative sample of news from the websites of British and Ukrainian higher education institutions. To present the results, we propose to use the following measurement features:

Table 1

Comparative analysis of the news headlines and the keywords of the text (Vinnytsia Institute of Trade and Economics of State University of Trade and Economics)

№	News headline	Key words
1	<i>Відбулася зустріч здобувачів вищої освіти з засновницею маркетингової агенції «Sonya Agency»</i>	<i>Маркетингової (3), бізнес-школи (2), ВТЕІ (2), ДТЕУ (2), агенції (2), досвідом (2), роботи (2), стратегічного (2), планування (2)</i>
2	<i>У ВТЕІ ДТЕУ відбувся онлайн-конкурс бізнес-планів «Студентський Start-up»</i>	<i>Бізнес (8), економіка (6), конкурс (6)</i>
3	<i>Для учнів продовжуються науково-просвітницькі заходи в рамках дії Меморандумів про співпрацю</i>	<i>кафедр (5), вересень (4), рік (4), вінницькі (4), доцент (3), школяр (3), ліцесві (2), які (2), інститут (2)</i>

Table 2

Comparative analysis of news headlines and the keywords of the text (Loughborough University)

№	News headline	Key words
1	<i>County cricketers experience "roller-coaster" of mental health experiences – new study.</i>	<i>mental, health, cricket, experience, player, cricketer, support, professional, career, project</i>
2	<i>National Theatre Live returns to Loughborough</i>	<i>screening, leopoldstadt, play, theatre, stoppard, book, dust, student, ticket, sauvage</i>
3	<i>Don't miss National Theatre Live's next screening on campus</i>	<i>book, child, pullman, ticket, phillip, production, future, fate, lie, belacqua</i>

"Correlation" (the headline of the article contains 3–4 keywords, especially the most frequently used ones);

"Partial correlation" (the headline includes 1–2 keywords);

"No correlation" (no keywords in the headline).

Comparative analysis of the relevance of news headlines on British and Ukrainian university websites

Below we present generalized observations on the relevance of news headlines in the projection of the keywords of the content itself.

As Figure 1 presents, most of the news content is consistent with the headlines. The lowest number of irrelevant headlines was recorded on the websites of Loughborough University and Vinnytsia Institute of Trade and Economics of State University of Trade and Economics. The full correlation was most often found on the website of Keele University. A partial correlation was found on the websites of Loughborough University and Vinnytsia Institute of Trade and Economics of State University of Trade and Economics.

Accordingly, we dare to assume that headlines that correlate with the keywords of the text are pragmatically attractive. It is likely that a user who is interested in the headline will find the information he or she needs in the text of the article, and, accordingly, will satisfy his or her own information and communication needs.

4. Conclusions

The university news discourse is considered from the perspective of modern network communication, which puts forward a number of requirements for the content. On the one hand, university news should meet the characteristics of the news genre. On the other hand, these texts, being placed on the websites of higher education institutions, automatically fall

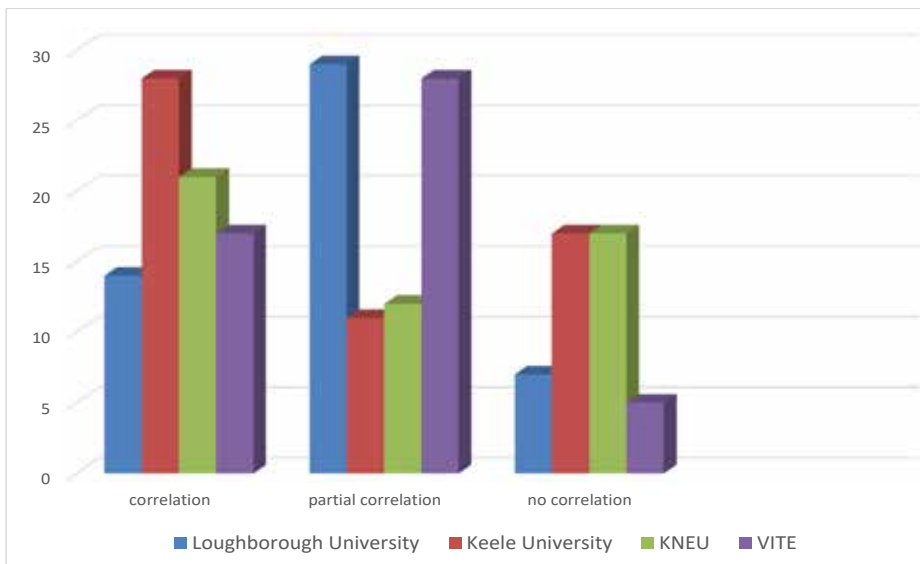


Figure 1. Comparative analysis of the relevance of headlines of news texts on the studied universities websites

into the sphere of network communication. Such communication is possible only if the necessary/interesting/useful information is pre-searched by automated search engines using known algorithms. Accordingly, the content of university news should contain words and structures relevant to the search.

The semantic analysis of our representative sample of news texts using the online service ISTIO allowed us to analyze each article for the correlation between the headline and keywords. According to our observations, the most relevant was the headlines to articles posted on the websites of Loughborough University and Kyiv National Economics University.

The results of our study can be used to improve the news content of universities websites both in terms of their adaptation to automated search engines and pragmatic adaptation to the target audience.

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DIE METAMODERNEN ASPEKTE DES KONZEPTE FREUDE: LITERATURWISSENSCHAFTLICHER DISKURS

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Annotation

Der vorgeschlagene Artikel analysiert die Denk- und Weltanschauungsaspekte der zeitgenössischen Geisteswissenschaften im Hinblick auf die terminologische und semantische Institutionalisierung der Metamoderne als des heute führenden ästhetischen Wissenschaftsparadigmas. Die Variabilität der semantischen Konstanten der menschlichen Existenz führt zu einer aktiven Suche nach mentalen Grundstrukturen, um die sich das Bedeutungs- und Wertesystem eines metamodernen Menschen, der in der Lage ist, neben der künstlichen Intelligenz zu (über) (er)leben und dennoch eigenes „Ich“ zu bewahren. Eines der herrschenden Konzepte der metamodernen Weltsicht ist das Phänomen der FREUDE als eines der schöpferischen Prinzipien, die dem modernen Menschen, dessen (Selbst-)Bewusstsein aus sich semantisch gegenseitig ausschließenden und zugleich widersinnig verwandten Phänomenen, Erfahrungen, Emotionen usw. gewoben ist, natürlich innewohnen und emotional notwendig sind. Ein kulturphilosophischer Rückblick auf die Entstehungsphasen des FREUDE-Paradigmas (von der Antike bis zur postklassischen Wissenschaft) ermöglicht es uns, die Muster der semantischen Funktionsweise dieses Weltanschauungselements in der metamodernen Perspektive nachzuzeichnen. Die Analyse der Besonderheiten der künstlerischen Verkörperung des FREUDE-Konzepts in der literarischen Behandlung der Wirklichkeit erlaubt es uns zu klären, wo die Grenze zwischen der realen und der künstlerischen metamodernen Welt liegt, inwieweit der Prozess der semantischen Modellierung und Rezeption identifiziert werden kann und inwieweit er im Kontext des neuen ästhetischen und ideologischen Programms unserer Zeit angemessen sein könnte.

Stichworte: poetologische Merkmale, Paradigma, Weltanschauung, Modellierung, Rezeption.

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Einleitung

Der literaturwissenschaftliche Diskurs als eines der Elemente der aktiven Entwicklung des wissenschaftlichen Paradigmas richtet die Aufmerksamkeit auf die wesentlich wichtigen Konzepte und Begriffe des menschlichen (Selbst-)Bewusstseins in der existentiellen Dimension: Dasein, Empfindungen, Emotionen, Empathie, Verstehen, Erfahrung usw. Das bestimmende Element und zugleich die philosophische Grundlage des wissenschaftlichen „Heute“ ist die Metamoderne – das, was uns nach Linda Hutcheons Proklamation, dass „alles vorbei ist“, begegnet (*Hutcheon, 2002: 232*), was „einen Diskurs, der weitergeht, nach der Postmoderne“ kennzeichnet (*After Postmodernism, 1997*). Kulturelle Veränderungen und wissenschaftlich-technische Entdeckungen, die rasante Globalisierungstransformation und die Explosion der Nano-Informationen führen vor allem zu einer neuen Art des Denkens und (Wieder-)Erkennens von dem, dessen Existenz besonders notwendig ist, der aber gleichzeitig zu verschwinden droht – des Menschen.

Die Metamoderne als philosophisches Konzept, das die moderne Virtuosität und postmoderne Kritik und Skepsis miteinander verbindet, scheint eine geeignete Grundlage zu sein, um die Suche, die Bestrebungen, die Bedürfnisse und die Fragen eines Menschen, der Antworten braucht, aufzuzeigen. Offensichtlich bestand die Notwendigkeit, die philosophischen, ästhetischen, wissenschaftlichen, kulturellen usw. Grundlagen der gesellschaftlichen Entwicklung kritisch zu überdenken, lange vor der Institutionalisierung des von den niederländischen Kulturtheoretikern Timotheus Vermeulen und Robin van den Akker vorgeschlagenen Konzepts (*Vermeulen, 2010*). Daher stimmen wir mit der Argumentation von O. Bandrovská überein, die behauptet, dass es nicht notwendig sei, die Reihenfolge der Entstehung und Entfaltung der kulturellen Paradigmen der Postmoderne und der Metamoderne festzulegen; stattdessen betont sie die Notwendigkeit, das ästhetische Erbe früherer Epochen zu überdenken (*Bandrovská, 2021*). Die Metamoderne als kulturelle und künstlerische Strömung unserer Zeit synthetisiert die Merkmale von Moderne und Postmoderne und bietet neue künstlerische Strategien und Formen. Bei der Analyse des Kulturkonzepts von T. Vermeulen und R. van den Akker im Kontext der Belletristik betont O. Bandrovská die Rückkehr zu „modernistischen Haltungen nach der Postmoderne – der Mensch als Subjekt, die Suche nach einer neuen Spiritualität und das Verständnis für den Wert der individuellen Erfahrung“ (*Bandrovská, 2021: 159*). Er sieht die künstlerischen Merkmale der Metamoderne vor allem darin, dass sie „eine Ermüdung von der totalen postmodernen Ironie und dem Prinzip des Spiels demonstriert und eine Rückkehr zu Integrität, Aufrichtigkeit, Empathie und Hoffnung erklärt. Die Sensibilität der Metamoderne liegt näher an der Linie Romantik-Moderne: „Schriftsteller interessieren sich sowohl für die Gefühle, Emotionen und Empfindungen des einzelnen Menschen als auch für ihre Manifestationen in sozialen Interaktionen – beruflich und national-ethnisch, in der Politik und im Alltag“ (*Bandrovská, 2021: 159*).

Das Phänomen FREUDE und die Metamoderne

Da die Metamoderne ein neues Denkmodell bietet und direkt mit den Schlüsselindikatoren der menschlichen Existenz korreliert, enthüllt die Fiktion eine subjektive und empirische Ebene des Bewusstseins, des Denkens und der Erfahrungen, indem sie an die Phänomene der spirituellen Existenz appelliert, insbesondere an die Konzepte der Angst, des (Un-)Vertrauens, der Freude, der Besorgnis usw. Die poetologischen Merkmale der Metamoderne als der neuen Denkweise und neuer Besinnung des Menschen umreißen die Hauptaufgaben der neuen Ästhetik, und nämlich – den gewöhnlichen Menschen in der reichen Palette seiner „Menschlichkeit“ neu zu untersuchen, in der Literatur eine neue Aufrichtigkeit zu finden, die an Ironie grenzt und die Sensibilität in all ihren möglichen Erscheinungsformen betont. Bei der metamodernen Emotionalität geht es in erster Linie um die Ablehnung negativer Gefühle, die oft in den Werken früherer Epochen verwurzelt sind. Das Überdenken traditioneller Formen und Gattungen ermöglicht es, Merkmale klassischer Formen (z. B. Sonett, Ballade oder Roman) und innovative Lösungen und Techniken in metamodernen Werken zu synthetisieren, um neue Themen zu entwickeln und zuvor irrelevante oder unbedeutende Ideen umzusetzen. Dank der intertextuellen Lösungen metamoderner Autoren (Verwendung von Zitaten, Anspielungen oder anderen Retextualisierungsformen) bildet die zeitgenössische Belletristik nicht nur eine bestimmte intellektuelle Position oder stellt Bezüge zur Weltkultur her, sondern verwurzelt auch die Tradition nichtlinearer Erzählstrukturen und Rezeptionsstrategien, die wiederum die analytischen Forschungsanstrengungen auf die Suche nach dem Lesehorizont unserer Zeit und / oder dessen Gestaltung lenken.

Eine der metaphysischen Konstanten des heutigen Weltanschauungsparadigmas ist zweifellos das Phänomen der FREUDE, das im künstlerischen Diskurs aktiv den Status eines bedeutungstiftenden und rezeptiv-modellierenden Markers im Prozess der Arbeit mit / an einem literarischen Werk der Moderne erlangt.

Es ist anzumerken, dass die philosophische und konzeptionelle Qualität und die existenzielle Formel von FREUDE als Weltanschauungsphänomen einen langen Prozess der „Kristallisation“ zeigt – von den alten und aktiven Tiefen der menschlichen Existenz bis hin zur empathischen und lebendigen Kommunikation mit dem ChatGPT. Es scheint, dass das Verständnis von FREUDE als ein wichtiger Faktor im neuen Denk- sowie Lebensstilmodell, das von der Metamoderne proklamiert wird, nach einem umfassenden Verständnis des Prozesses der Bildung des kulturellen und philosophischen Paradigmas dieser Denkkategorie möglich ist.

Philosophischer Kontext der FREUDE

Das Konzept der FREUDE, das semantisch mit dem Wesen des Menschen verbunden ist, geht auf antike anthropologische Lehren zurück: Demokrits Ansichten über die Weltordnung, die nur unter der Bedingung des Glücks / der Freude an unermüdlicher Arbeit oder des Glücks, das die Krone eines gerechten Lebens ist, möglich sei: „Wer mit Freude in seiner Seele danach strebt, das Gerechte und Gesetzmäßige zu tun, freut sich im Schlaf und im Wachleben, ist gesund und heiter; wer die Gerechtigkeit vernachlässigt und nicht tut, was recht ist, erfährt, wenn er sich daran erinnert, Unruhe, fühlt Angst und macht sich Vorwürfe“ (*Kokhan, 2020: 18*); die Argumentation der Sophisten über die FREUDE der Entdeckung der eigenen Sinnlichkeit und ihres Bewusstseins; die „moralische“ Sokrates-FREUDE („Hier kommt der Begriff der Freude vielleicht am vollständigsten zum Ausdruck, denn für die Schüler von Sokrates (in der Tat, seine Gesprächspartner) war nicht die „freudige“ Erkenntnis des wahren Wesens existenziell wichtiger Probleme von besonderer Bedeutung, sondern die eigenständige Erlangung dieser Erkenntnis“ (*Kokhan, 2020: 21*). Antike Denker, wie Metamodernisten, suchten nach den Voraussetzungen der Freude und versuchten, eine Formel nicht so sehr für eine positive Emotion oder gute Laune abzuleiten, sondern für eine Art und Weise, die Welt in ihrer Vollständigkeit und die inhärente Natur der Schöpfung zu begreifen. Sophokles denkt über die „fromme Weisheit“ nach, die einen Menschen der FREUDE näher bringen kann, die eine wertvolle Belohnung für diejenigen ist, die es geschafft haben, einen Streit mit Würde zu überstehen, auch wenn es ihnen das Leben gekostet hat. Die antike Tendenz, zu streiten und zu diskutieren, zeigt sich in Platons Lehre vom weisen Leben als einem Leben in FREUDE. Nicht umsonst kennt der Weltanschauungsdiskurs die Legende vom Streitgespräch zwischen Diogenes und Platon: „[...] Diogenes warf Platon vor [...]: Ich sehe den Tisch, ich sehe den Becher, aber ich sehe weder die Tischheit noch die Becherheit“, worauf der Weise geantwortet haben soll: „Um den Tisch und den Becher zu sehen, hast du Augen, aber um die Tischheit und die Becherheit zu sehen, hast du keinen Verstand“ (*Kokhan, 2020: 23*). Letztlich ebnet Aristoteles in seinen philosophischen Lehren ausführlich und konsequent den Weg zur FREUDE durch die harte Arbeit: „[...] ein Tag oder eine kurze Zeit macht den Menschen nicht glücklich oder glückselig“ (*Toftul, 2014:38*), und die Erkenntnis des höchsten Gutes – des Glücks (die antiken Philosophen setzten die Begriffe Freude und Glück meist gleich) – markiert die Vollkommenheit der menschlichen Existenz.

Das mittelalterliche Weltanschauungsparadigma korreliert nicht mit dem Begriff der FREUDE: Eine Analyse der semantischen Paradigmen zeigt eine bewusste Vermeidung der Semantik von „freudigen“ oder mit „Freude“ korrelierenden Elementen. Die Philosophie, der „Diener der Theologie“ (*Kremin, 2005: 136*), wird von einer religiösen Komponente beherrscht.

Es scheint, dass es im Kreis der Probleme eines unterdrückenden Staates, der religiösen Dualität und der Ungewissheit kein Platz für menschliche Probleme gibt. In der Ausarbeitung der spirituellen (religiösen) Bestrebungen des Individuums (Thomas von Aquin, Anselm von Canterbury, Aurelius Augustinus, Albert der Große, Pierre Abelard, Avicenna usw.) können wir die Vision der Welt und die Rolle der menschlichen Existenz und damit die Hauptaufgabe der mittelalterlichen Philosophie nachvollziehen – die Notwendigkeit, den Willen mit der Vernunft zu „gestalten“. Der Platz des Menschen und seiner Existenz ist ein spezifischer Schwerpunkt der Aufmerksamkeit der Philosophen – ausschließlich im Zusammenhang mit der Betrachtung der Welt als Verwirklichung des Gottes Willens. Die „freudige“ / „göttliche“ Sicht der Welt ist also nicht identisch mit der „freudigen“ / „göttlichen“ Sicht des Menschen.

Die Säkularisierung der Renaissance als eine Art humanistische „Bekehrung“ bietet zahlreiche Perspektiven für die (Wieder-)Entdeckung des FREUDIGEN Menschen, befreit von der absoluten Macht der Religion, den scholastischen Dogmen des Mittelalters und dem „Menschen um des Menschen willen“ (Kokhan, 2020: 54): „Wenn in der Antike das natürliche und kosmische Leben im Mittelpunkt stand, im Mittelalter Gott und die mit ihm verbundene Idee des Heils, so steht in der Renaissance der Mensch im Mittelpunkt“ (Kokhan, 2020: 54). Dantes philosophisches System räumt der Korrelation „Mensch-Natur-Vernunft“ einen wichtigen Platz ein, und die Bestimmung des Menschen wird im Einklang mit den Gefühlen der „Glückseligkeit“ und „Freude“ interpretiert: die Fähigkeit, das Gute im eigenen Wesen zu verwurzeln, bedeutet, „Freude“ zu erlangen, und die Voraussetzung, das Gute zu „erleben“, ist Mäßigung. Im Gegensatz zu den gotisch-religiösen Konstanten des Mittelalters zeigt sich in der Renaissance der FREUDIGE Mensch – durch ein „volles“ (reiches, befriedigendes, liebevolles, genussvolles, schönes) Leben und Schöpfen (Francesco Petrarca, Cosimo Raimondi, Giannozzo Manetti, Leon Battista Alberti, Marsilio Ficino, Leonardo da Vinci, Pier Angelo Manzolli usw.) Im Weltanschauungskonzept des französischen Philosophen Michel de Montaigne erhält das Phänomen der FREUDE einen teilweise imperativen Status im Prozess der Bildung eines harmonischen Menschen: „Da der Mensch ein irdisches Wesen ist, sollte er sich die irdischen Güter nicht versagen und seine eigenen Tugenden im Leben verkörpern“ (Kokhan, 2020: 70).

Die paradoxe Kombination aus expressiver Dynamik und geistiger Passivität spiegelt die wesentlichen Merkmale der barocken Ästhetik wider, in der die Konzepte des „Memento more“ und der „Vanitas“ die gesteigerte Sinnlichkeit und die aktive Passivität des Menschen betonen. Wenn der Mensch die Krone der göttlichen Schöpfung ist, dann muss zunächst einmal seine göttliche Natur verstanden und vernünftig erklärt werden (Blaise Pascal, René Descartes, Galileo Galilei, Carl Linnaeus, etc.). „Die Privilegien des entwickelten wissenschaftlichen Status der Gesellschaft haben auch die Art und Weise beeinflusst, wie die Menschen sich selbst wahrnehmen: Das Interesse und die Bewunderung für die körperliche Schönheit eines Menschen erhebt ihn oder sie im eigenen Bewusstsein“ (Kokhan, 2020: 74) – die Konturen der existenziellen Kategorie FREUDE werden durch andere existenzielle Konzepte verwischt: „Schönheit“, „Vollkommenheit“, „Illusion“, „Tod“, „Schicksal“, usw.

Im rational-empirischen Labyrinth der Aufklärung und der Neuzeit (J. Locke, J. Toland, J. Hume, Voltaire, J.-J. Rousseau, D. Diderot, J.L. d'Alembert, E. Condillac, P. Holbach, J.O. Lametri, etc, G. E. Lessing, H. Herder, I. Kant, etc.) wird die philosophische und ethische Rolle der FREUDE im Horizont der rationalen Welterkenntnis eine besondere Qualität erhalten. Die Ebene der FREUDE ist mit zwei wichtigen komplementären semantischen Rahmen gefüllt – Erkenntnis als Prozess und Erkenntnis als Ergebnis (es handelt sich also um eine Synthese von rationalen und emotionalen Faktoren des (Selbst-)Ausdrucks des menschlichen Wesens). Das empirische „esse est percipi“ zentriert nicht nur die Denkmaximen, sondern

bestimmt auch den Weltanschauungsvektor, in dem „das einzige Wissen, das einer Person zur Verfügung steht, die Wahrnehmung und das Verstehen ihrer eigenen Gefühle/Sensationen ist“ (Kokhan, 2020: 80) Im philosophischen Programm von I. Kant wird die FREUDE zu einem Indikator für den moralischen und ästhetischen Status der menschlichen Verwirklichung, wobei es nicht um die Art und Weise geht, „Glück“ zu erreichen, sondern um die Art / Fähigkeit / Fertigkeit, jeden Tag „anmutig freudig“ oder „einfach freudig“ zu leben (Kokhan, 2020: 80).

Die vielfältigen Themen der philosophischen Forschung im 19. und 20. Jahrhundert haben nicht nur verschiedene Strömungen und Schulen einander näher gebracht, sondern auch zu einem vielfältigen Mosaik des Denkens geführt. Im Rahmen der subjektivistischen und irrationalistischen Tendenzen sind die konzeptionellen Grundlagen der Lebensphilosophie (A. Schopenhauer, F. Nietzsche, S. Freud, A. Bergson, J.-P. Sartre, M. Heidegger usw.) interessant – die "Aufspaltung" des Lebens in seine kleinsten Elemente und eine detaillierte Betrachtung jeder der verschiedenen Perspektiven. So erhält die Kategorie der FREUDE als inhärentes Merkmal der Existenz im Existentialismus ein weites Feld der Verwirklichung: F. Nietzsche spaltet die Moral in die Moral der Aristokraten und die Moral der Sklaven und leitet daraus die Formel der "Freude" und des "Glücks" ab; für A. Schopenhauer ist FREUDE die Essenz der Moral und eine existenziell bedeutsame Kategorie; bei S. Freud korreliert FREUDE mit den Begriffen der "Phobien" und "Affekte"; A. Bergson argumentiert, dass FREUDE das Ergebnis der Hinzufügung der Erfahrung zu ihrer praktischen Verkörperung auf der Grundlage der Intuition ist; J.-P. P. Sartre stellt eine klare Beziehung zwischen den Kategorien der Freiheit und der FREUDE her. Der ontologische Status von FREUDE im Existentialismus weist auf die mentale Transformation der existentiellen Kategorien hin.

Poetologische Aspekte der FREUDE in der postneoklassischen Welt

Der postklassische Horizont der Weltwahrnehmung wird offenbar in Übereinstimmung mit dem Parameter von Gilles Deleuze skizziert, dass „die Zeit kommen wird, in der es unmöglich sein wird, philosophische Bücher so zu schreiben, wie man es seit langem getan hat. Die Suche nach neuen Mitteln des philosophischen Ausdrucks wurde von Nietzsche begonnen und sollte heute fortgesetzt werden“ (Kokhan, 2020: 99). Die Dynamik der Interpretation von FREUDE als einer der philosophischen Schlüsselkategorien zeugt von der Tradition einer frühen, langen und gezielten wissenschaftlichen Suche. In der Ästhetik der Metamoderne erscheint FREUDE als ein Faktor, der Bewusstsein, soziale Beziehungen, Kultur und Identität prägt.

Die Suche des Menschen nach weltanschaulichen Konstanten und spirituellem Halt nach der „postmaschinellen“ Katharsis erfordert die Herauskristallisierung des einzig angemessenen Daseinraumes mit einem bestimmten kognitiven Zentrum. Eines der Merkmale der Metamoderne ist der Wunsch, Gegensätze zu verbinden, Traditionen und neue Werte zu synthetisieren. Die FREUDE wiederum ist eine Synthese der Pole im Bereich der Emotionen und Gefühle. Es ist eine unerschöpfliche geistige und weltanschauliche Qualität, die zum Symbol einer neuen Harmonie und unzerstörbaren Integrität wird. Die Art und Weise, wie wir den Schnittpunkt der derzeit aktiven und typologisch inkompatiblen Generationen Boomers, X, Y, Z und Alpha wahrnehmen, bestimmt die Ausgangspunkte der Existenz der Gesellschaft und in der Gesellschaft. Die semantische Rolle der FREUDE als Mittel zur Überwindung der Krise unserer Zeit erscheint durchaus angemessen. Die Lebensrasanz, die soziale Unsicherheit und die Umstrukturierung des Wertesystems – in diesem Kontext wird FREUDE zum Schlüssel für geistige Reife, für das Finden neuer Bedeutungen, Werte, Harmonie und Ausgeglichenheit.

Die Literatur spiegelt nicht nur das Bild der Welt und ihre Wandlungen in verschiedenen Aspekten wider, sondern modelliert auch ihre Konturen und setzt die Parameter für ihre Gestaltung. Die poetologische Besonderheit der metamodernen Werke liegt in einem neuen (=anderen) Verständnis der Wirklichkeit und der Formatierung der künstlerischen Realität mit Hilfe zahlreicher Metaphern, Symbole und Allegorien, um eine neue Art von Bewusstsein zu modellieren – ein aufrichtiges, offenes, aber höchst subjektives Bewusstsein, das zugleich stabil und verletzlich ist. So erscheinen die Figuren der metamodernen Werke dem Leser. Es sei darauf hingewiesen, dass wir den Begriff „Metamoderne“ verwenden, weil wir es für zweckmäßig halten, nicht so sehr die Zeichen der Metamoderne in zeitgenössischen literarischen Werken zu behaupten, sondern einige poetische Zeichen der Metamoderne in ihnen zu identifizieren und sie somit in den Kreis der Vertreter des ästhetischen Programms aufzunehmen, das die Metamoderne im Prisma der Kunst verkörpert. Die Verwendung von Ironie im Prozess des Begreifens der Widersprüche der Welt (die Autoren synthetisieren ernste und humorvolle Themen, um die illusorische und mehrdeutige Natur der Welt zu betonen), metatextuelle Techniken zur Reflexion und Selbstreflexion des Autors und des Lesers (metamoderne Werke bieten oft Diskussionen über den Prozess der Schaffung des Werks selbst und dessen Füllung mit Bedeutung), die Kombination von Gattungen innerhalb eines literarischen Werks zum Zwecke der emotionalen Durchdringung von Realität und künstlerischer Wirklichkeit (die Mehrdimensionalität der Rezeption wird mit dem Alltag des Lesers in Einklang gebracht), paradoxe Symbolik, um vielschichtige und multikontextuelle Bedeutungen zu schaffen (empirische Voraufgabe des Prozesses der künstlerischen und reflexiven Erfassung der Wirklichkeit) – die poetische Umsetzung der künstlerischen Intention des metamodernen Autors bietet ein weites Feld für Experimente, aufeinanderfolgende Misserfolge und Erfolge, vor allem aber die Schöpfung einer jedes Mal anderen, einzigartigen Person.

Schlussfolgerungen

Die zeitgenössische Literaturkritik ist somit Zeuge philosophischer, ideologischer und methodischer Ansätze zum Verständnis, zur Interpretation und zur Bewertung eines Kunstwerks, die auf der Höhe der Zeit sind. Die Erfahrung der Metamoderne führt zur Etikettierung eines neuen, qualitativ anderen wissenschaftlichen Denkens. Der neue Klang des Autor-Leser-Dialogs wird nicht nur im Text, sondern auch im Bewusstsein und in der Wahrnehmung des Lesers festgehalten. Die metamoderne Weltanschauung ist eine subjektive Antwort auf die Erfordernisse der Übergangszeit, denn die Jahrhundertwende gibt dem Menschen Anlass zur Neubewertung und zur Bildung neuer Bedeutungen. Die metamoderne Literaturkritik versucht, die komplexe Bilderwelt so detailliert wie möglich neu zu interpretieren.

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IMPROVING COMPLEX APPLICATION OF INTERACTIVE TEACHING METHODS IN TEACHING FOREIGN LANGUAGES IN INSTITUTIONS OF HIGHER EDUCATION

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Summary

The content of the algorithm of interactive learning methods, which consists of five main stages: informational-analytical, categorical-conceptual, problem-content, visual-presentational, result-reflective, has been studied. The informational and analytical stage of interactive learning includes: brainstorming, «Sinquain», method of associations, method of one word. The categorical-conceptual stage of interactive learning includes: debates, group discussion, method of exaggerations, method of questions. The problem-content stage of interactive learning includes: business game, research game, case method, «Stairs», dialogue. The visual-presentational stage of interactive learning includes: «Fishbone», memory cards, «Decision Tree», project method. The productive and reflective stage of interactive learning includes: analysis of business situations, liberal club, role play.

Key words: interactive learning methods; educational reform; intensification of training; principles of interactive learning; communicative competences; case method; role play.

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1. Introduction

The modern stage of the development of pedagogical science is characterized by the need to create an ideal model of education, in which the essence of student education in institutions of higher education is a balanced combination of pedagogical management with own initiative and independence, student activity. This model of learning is based on the entire set of current knowledge about learning mechanisms, goals and motives of cognitive activity and is suitable for the realization of the main goal – comprehensive and harmonious development of the personality.

It should be noted that teaching methods include the purpose, tasks, content, principles and forms of teaching, which are carried out in the vast majority of higher education institutions. Because learning is an extremely dynamic and dialectical process, and learning methods take into account this dynamism, changes occurring in pedagogical practice.

Thus, the introduction of interactive learning methods in modern institutions of higher education is inevitable, and the relevance of these methods is determined by the obvious importance and urgency of optimizing the learning process and studying psychological and pedagogical factors that affect students' acquisition of a foreign language. Optimization and implementation of the principle of humanization of educational activity requires not only a review of the entire essence of the educational process, but also the realization of the creative nature of each student's personality. Interactive learning methods in teaching a foreign language are characterized by internal activity, which leads to the assimilation of a certain amount of relevant

knowledge and practical skills as the main goal of the educational process. The main goal of the educational process is the holistic development of students' personalities. Independent, cognitive and mental activity is a means of personality development, which reveals its potential inner abilities. Therefore, the task of teachers of higher education institutions is to ensure dynamic and productive activities in classes, which is facilitated by interactive learning methods.

2. The essence and application of interactive learning methods in the process of teaching a foreign language

The modern educational system of our country is going through a stormy period of rethinking approaches to learning, reforming old traditions and stereotypes. Due to the integration of our country's economy into global markets and the economic situation in the country as a whole, the ability of future specialists to professionally and adequately assess the needs of society, find the best ways to resolve escalating contradictions, and possess a culture of business communication is of particular value.

In the pedagogical practice of higher education institutions, the term «active methods and forms of learning» is used. It combines a group of pedagogical technologies that achieve a high level of student engagement in learning activities. In recent years, «interactive learning methods» have been widely used. Interactive teaching methods are defined as a special form of organizing cognitive activity, a way of learning that is carried out in the form of joint activities of students.

When using interactive learning in the educational process, all participants interact with each other, exchange information, jointly solve problems, model situations, evaluate the actions of others and their own behavior, immerse themselves in the real atmosphere of business cooperation to solve a problem. One of the goals of interactive learning is to create comfortable learning conditions, such that students feel their success, their intellectual ability, which makes the learning process productive. Thus, interactive methods are the most modern form of active learning methods (*Voloshyna OV, Kravchuk LV, 2018: 23-24; Voloshyna OV, Popenko YV, 2020: 33-35; Voloshyna OV, 2018: 31-33; Voloshyna OV, 2020: 339; Kravets RA, 2017: 446-447*).

The use of the interactive learning method in the educational process and training is organized in such a way that almost all students are involved in the learning process, they have the opportunity to understand and reflect on what they know and think.

The characteristic feature of interactive methods is that it involves a high level of mutually directed activity of the subjects of interaction, emotional and spiritual unity of the participants.

Compared to traditional forms of conducting classes in interactive learning, the interaction between the teacher and the student changes: the activity of the teacher gives way to the activity of students, and the task of the teacher becomes to create conditions for their initiative.

The student becomes a full participant in the educational process, his experience is the main source of educational knowledge. The teacher does not give ready-made knowledge, but encourages the participants to search independently and performs the function of an assistant in the work.

Thus, interactive learning methods:

- stimulate student activity in the educational process;
- involve every student in the educational process;
- contribute to effective assimilation of educational material;
- have a multifaceted influence on students;

- provide feedback between the student and the teacher;
- form students' thinking and teamwork;
- form practical skills;
- promote behavior change.

When using interactive teaching methods, students learn to think critically, solve complex problems based on the analysis of circumstances and relevant information, weigh alternative opinions, make informed decisions, participate in discussions, and communicate with others. For this, pair and group work is organized in classes, research projects, role-playing games are used, work is carried out with documents and various sources of information, and creative works are used. Therefore, the use of interactive teaching methods allows making students active participants in the educational process, forming and developing their cognitive activity. The use of interactive methods contributes to the formation of a creative, active personality capable of changing in a changing environment (*Hrischenko IV, 2017: 77-78; Hunko IV, Voloshyna OV, 2021: 18-20; Kravets RA, 2013: 81-84*).

Thus, interactive learning is a productive form of organization of the process of teaching business communication in a foreign language, based on active interaction of participants in the educational process and creates optimal conditions for self-realization of students.

So, the main essential characteristics of interactive learning are:

- information is learned in an active mode using problem situations in the field of business relations (the application of interactive methods of teaching business communication in a foreign language in the field of business allows paying attention to practicing formal procedures of business communication, using business, simulation, role-playing games, e-mail, etc.);
- improving the ratio of the achieved result to the expenditure of time and other resources for its achievement; intensification of all levels of the educational process (increasing the efficiency and quality of the educational process, activating cognitive activity, deepening interdisciplinary connections);
- the new role of the teacher – the accompanying person (interactive learning is a dialogical method of learning based on interaction with the subject of learning, the teacher acts as an accompanying person, the main task of which is to direct the process of information exchange: identifying the diversity of points of view, addressing the personal experience of students, supporting student activity, combination of theory and practice, mutual enrichment of the experience of study participants, facilitation of perception, assimilation, mutual understanding of students, encouragement of creativity);
- the new role of the student – accompanied (increasing responsibility for mastering educational programs and self-organization of the educational process, readiness for professional activity in the conditions of the information society, development of thinking and the ability to make optimal decisions; formation of information culture of the individual, skills of information processing and experimental and research activities);
- achievement of two-way communication between communicators during information exchange (ability to listen to the interlocutor and accept his opinion, respect intercultural differences);
- direct interaction with the educational environment, which acts as a real branch of practical experience (practical experience is the main activator of educational knowledge);
- the organization of comfortable learning conditions in an atmosphere of goodwill and mutual support (allows students to improve not only their knowledge in the field of foreign language business communication, but also to develop social and communicative skills, develop joint solutions to problems, role-playing opportunities allow the teacher to introduce

unpredictable moments that provoke the manifestation of a creative approach to solving situations of business communication in the field of business);

- establishment of emotional contacts between students, development of teamwork skills (they help to form in students a sense of security, mutual understanding and their own success);

- active use of new information technologies, Internet resources, innovative technologies based on computer equipment, computer and global networks, multimedia systems that allow for controlled independent work of students (students can complete tasks independently on their personal computer, which makes it possible to activate and methodically ensure the independent work of students, making it the most important component of the educational process);

- development of evaluation skills (the ability to weigh and compare different points of view, the ability to give an adequate assessment to oneself and others);

- successful implementation in a social environment (interactive learning methods immerse students in the real world and prepare students to use a foreign language in real life, as a result of which a successful, competitive professional is formed) (*Kravets RA, 2017: 136-140; Kravets RA, 2013: 189-190; Kravets RA, 2020: 210-211; Kravets RA, 2015: 28-31; Hunko IV, Voloshyna OV, 2021: 77-79*).

An important aspect of successful technological support in foreign language business communication training is the step-by-step, consistent organization of this process, and this became the basis for the actualization of block-modular interactive training of future specialists.

Let's consider the main characteristics of block-module training. In the context of this research, the module is perceived as a part of the block, it is the main structural and content unit of the modular foreign language learning program.

The main advantages of block-module training in business communication in a foreign language:

- being an independent structural unit, each module is provided with didactic and methodical materials, a list of basic concepts of the business sphere, skills and abilities that future specialists need to learn during training (modularity of training ensures methodically justified coordination of all types of educational process within each module and between them);

- the flexibility of the structure of the block-modular construction of each course allows to adapt the modular system to changes in the requirements of the educational program, which arise in connection with the change in the conditions of the specialist market;

- implementation in dialectical unity of integration and differentiation of the learning content by grouping problematic modules of educational material, which ensure the development of a business communication training course in a foreign language in full, shortened and advanced versions, which helps to solve the problem of level and profile differentiation in the learning process (*Kravets RA, 2017: 136-140; Kravets RA, 2013: 189-190; Kravets RA, 2020: 210-211; Kravets RA, 2015: 28-31; Hunko IV, Voloshyna OV, 2021: 77-79*).

The main and fundamental characteristic of modular programs based on competences is the reflection in their content of the real requirements of employers for the skills, knowledge (competencies) of graduates of higher education institutions both at the current moment and in the future.

Module blocks provide for the integrated development of both professional and extra-professional competencies, which include participation in improving the organization of professional activities, effective communication with colleagues and management, caring for the environment, as well as key competencies.

3. Application of the model of block-module interactive training to business communication in a foreign language

Interactive teaching methods provide an opportunity for students not to act as passive listeners in the educational process, but, on the contrary, to take an active part in communication in a foreign language with the teacher, fellow students, representatives of enterprises and organizations. The implementation of the interactivity system in the training of future specialists in business communication in a foreign language is not the ultimate goal. Based on the literature reviewed (*Hunko IV, Voloshyna OV, 2021; Dovhan LI, 2017; Kovalova KV, 2013; Kravets RA, 2013; Bakhmat N, Maksymchuk B, Voloshyna O, Kuzmenko V, Matviichuk T, 2019; Hunko IV, Voloshyna OV, 2021*), we can formulate and propose a model of block-modular interactive teaching of business communication in a foreign language, which will be implemented using an algorithm of interactive methods of teaching business communication in a foreign language. It represents a set of forms, methods and technologies of learning, based on the active interaction of the teacher and students, contributing to the effective learning of the content of the discipline in interaction with the educational environment, the development of personal reflection, tolerance and creative thinking, communication skills and interaction in a group. The content of the algorithm of interactive learning methods consists of five main stages: informational-analytical, categorical-conceptual, problem-content, visual-presentational, result-reflective.

The first stage includes informational and analytical, which includes a complex of interactive methods aimed at the initial familiarization of students with the field of professional relations. The learning process is focused on generating ideas, free thoughts, establishing internal connections between concepts and phenomena, mastering the main types of monologue speech. Among the main methods of this stage we can include: brainstorming, «Sinquain», method of associations, method of one word.

Brainstorming – creating a free discussion, ensuring the process of generating ideas without their analysis and discussion by the participants. It is characterized by equality of participants, freedom of association and creative imagination.

It consists of the following stages: preparatory stage (formulation of goals and tasks, selection of participants for the next tasks), stage of idea generation (presentation of participants, answers to questions, generation of ideas), stage of analysis and evaluation of ideas. This method is used to develop students' communicative and linguistic competences in business communication (*Voloshyna OV, Kravchuk LV, 2018: 23-24; Voloshyna OV, Popenko YV, 2020: 33-35; Voloshyna OV, 2018: 31-33; Voloshyna OV, 2020: 339; Kravets RA, 2017: 446-447*).

«Sinquain» is the individual work of the participants of the game with the aim of a deeper understanding of the topic, promotes the development of creative thinking among students. It consists of the following stages: preparatory stage (familiarization of the participants with the rules of composing the «Sinquain»), the stage of compiling the «Sinquain», evaluation of the compiled «Sinquain». This method will also contribute to the formation of communicative and linguistic competences of business communication among students (*Voloshyna OV, 2017: 206-208; Honcharuk IV, Yurchuk NP, 2018: 78-80; Kravets RA, 2017: 446-447*). The association method is the establishment of connections between words or objects that have nothing in common. The main goal of this method is to train students' memory for subsequent memorization of words. It consists of the following stages: the preparatory stage (formulating the goal and setting the task), the performance stage (creating a chain of associations between the proposed words), the stage of analysis and consolidation of associations. This method will most actively contribute to the formation of communicative and linguistic competences of

business communication among students (*Hrischenko IV, 2017: 77-78; Hunko IV, Voloshyna OV, 2021: 18-20; Kravets RA, 2013: 81-84*).

The second stage includes the categorical-conceptual stage, which includes interactive methods created to systematize the acquired general knowledge of the students' future professional activities and expand the vocabulary of the studied topics. Students learn to think in terms of the categories of the future professional sphere, to carry out independent creative search, acquire knowledge of language tools and form adequate language skills in such aspects as phonetics, vocabulary and grammar. Among the main methods of this stage, we can include: debates, group discussion, method of exaggerations, method of questions.

Debate is the creation of a discussion based on the ability of students to prove their point of view using reliable arguments, analyze the information received and concentrate on the essence of the problem, establish logical connections between phenomena, distinguish between facts and points of view, identify errors, falsifications and stereotypes. This method consists of the following stages: collection and processing of information on the topic of the debate, distribution of participants, construction of a plot of evidence, arguments and refutations by both teams, a round of questions, evaluation of results. This method will actively contribute to the formation of communicative linguistic, cognitive, organizational and management competencies of business communication in students (*Dovhan LI, 2010: 91-92; Kovalova KV, 2013: 100-103; Kravets RA, 2016: 103*).

Group discussion – the organization of joint, intensive activities of students, with the help of their active inclusion in the joint search for a solution to the problem. This method consists of the following stages: preparatory (selection and formulation of the topic, determination of the composition of participants, content and duration of the discussion, determination of the purpose of the discussion, ways of displaying the proposed ideas), conducting the discussion, summing up the results in accordance with the goals of the discussion. This method will contribute to the formation of communicative, linguistic, organizational, managerial, intercultural competencies of business communication in students (*Kovalova KV, 2017: 47-49; Kravets RA, 2013: 113; Kravets RA, 2017: 446-447; Voloshyna OV, 2021: 77-79*).

The method of exaggerations has two components – expanding the task and narrowing it down. It allows you to assess the task from different angles and reveal its relevance. This method consists of the following stages: preparatory stage (students familiarize themselves with the task), execution (students work in pairs: one student develops the theme of the task (considers components, possible components), the second student tries to narrow down the scope of solving the task as much as possible), final (students form a single opinion regarding the importance and relevance of this task) question/concept. This method will contribute to the formation of communicative, cognitive, linguistic competences of business communication in students (*Kravets RA, 2017: 136-140; Kravets RA, 2013: 189-190; Kravets RA, 2020: 210-211; Kravets RA, 2015: 28-31; Hunko IV, Voloshyna OV, 2021: 77-79*).

The method of questions – increasing motivation to study by creating 35-45 questions on a given topic. Characteristic features of this method are equality of students, freedom of association and creative imagination. This method consists of the following stages: preparatory (formulating the goal and setting the task), conducting (students compose questions on topics that interest them), final (each student chooses the 15 most interesting questions for him and independently searches for answers to them. This method will contribute to the formation of cognitive, information technology and communicative competences of business communication in students (*Kravets RA, 2013: 81-84; Kravets RA, 2016: 103*).

The third stage includes the problematic and meaningful stage. This stage is aimed at developing in future specialists the ability to take part in a professional conversation, to express

a diverse range of communicative intentions, such as: the ability to listen to the interlocutor, to express one's point of view in accordance with the principles of mutual respect and interaction, to make decisions based on a comprehensive analysis of the researched task, taking into account the interests of all interacting parties. It is also of particular importance for students to master intercultural communication skills, gain knowledge of national culture and the rules of professional activity in the countries of the language being studied. The problem-content stage of block-modular interactive learning consists of: business game, research game, case method, «Stairs», dialogue.

A business game is a conditional, close to real reproduction of a simulated communicative situation of business communication, the purpose of which is to achieve professionally significant results. This method consists of the following stages: substantive (introducing the game, highlighting one or more tasks, clarifying the goals of the final result, forming groups of students, planning, making a decision), conducting a business game, ending a business game, compiling a portfolio, analyzing errors, discussing results, development of a strategy for further activities. This method will contribute to the formation of communicative, linguistic, organizational, managerial, intercultural competencies of business communication in students (*Kravets RA, Romanyshyna LM, 2013: 158-161; Bakhmat N, Maksymchuk B, Voloshyna O, Kuzmenko V, Matviichuk T., 2019: 1326-1329*).

Research game – readiness to carry out research activities based on the conscious use of existing knowledge and skills, which is realized in the practical experience of students and the experience of creative activity under strict control from the side of thinking. This method consists of the following stages: orientation (identification of the subject area of the research), problematization (identification and awareness of the problem – a specific question that does not have an answer at the moment, setting the goal of the research), planning (formulation of successive research tasks), collection of material or conducting an experiment, analysis (generalization, comparison, interpretation of data), reflection. The given method will contribute to the formation of cognitive, linguistic, organizational-management, information-technological competences of business communication in students (*Voloshyna OV, 2021: 19; Hunko IV, Voloshyna OV, 2021: 77-79*).

The case method is the use of actual organizational and professional problems, which increases interest and motivation for learning. Students in the process of applying this method are minimally dependent on each other, everyone has the right to correct and incorrect answers. This method consists of the following stages: creation of a case (definition of tasks, criterion selection of the task, selection of necessary sources of information, preparation of primary material, examination, preparation of methodical materials for its use), discussion and analysis of the case in the audience, summing up. The given method will contribute to the formation of communicative, linguistic, organizational and management competencies of business communication in students (*Voloshyna OV, 2021: 128-131; Voloshyna OV, 2022: 237*).

«Stairs» – disclosure of personal qualities of students, their attitude to the task, transition from the abstract to the concrete, formation and modification of the hierarchy of knowledge. This method consists of the following stages: defining the topic and purpose of creating «Stairs», students individually create stairs, dividing them into significant and insignificant ones, characterizing the task, respectively, above and below the stairs, thus covering all the smallest aspects of the problem, summing up, reflection. This method will contribute to the formation of communicative, linguistic, cognitive, information and technological competences of business communication in students (*Kovalova K, 2022: 564-570; Voloshyna OV, Popenko YV, 2020: 33-35*).

Dialogue – creation of a process of communication between students with the aim of developing dialogic thinking, consolidating the content of educational language material. This method consists of the following stages: preparatory (formulating the goal and setting the task), implementation (students express their opinion on the proposed topic, various points of view are discussed), summing up. This method will contribute to the formation of communicative, linguistic, cognitive, organizational and managerial competencies of business communication in students (*Voloshyna OV, 2017: 206-208; Honcharuk IV, Yurchuk NP, 2018: 78-80; Kravets RA, 2017: 446-447*).

The fourth stage is visual and presentational. At this stage, presentations of the completed assignment are created and presented. This stage develops students' skills in project activities, the ability to use dictionary and reference literature in a foreign language, as well as to search for it on the global Internet and corporate networks. As part of the course, students learn how to create and present various graphs, reports, crisis plans, charts, startup projects, presentations, etc. The visual-presentational stage of block-modular interactive learning consists of the following methods: «Fishbone», memory card, «Decision tree», project method.

«Fishbone» – creation of visual support in finding solutions to problems in the future professional field of students. This method consists of the following stages: preparatory stage (students familiarize themselves with the problem in the future professional field, form groups of 4-6 people), execution (on a wide sheet of paper, students depict a long arrow that is the «skeleton» of the problem, students depict ways to solve this problem problems in the form of adjacent bones, placing them from the most productive (the «skeleton» head) to the least feasible), final (students present their schemes and receive audience evaluation. This method will contribute to the formation of communicative, linguistic, cognitive, information technology competence of business communication in students (*Dovhan LI, 2010: 91-92; Kovalova KV, 2013: 100-103; Kravets RA, 2016: 103*).

Memory maps are a systematization of knowledge in graphic form, consisting of concepts and connections that characterize their interaction with each other. This method consists of the following stages: preparatory (creating focus groups (4-6 people), posing a question or problem for the solution of which a card will be created, implementation (students structure the cards, taking into account the degree of importance of various concepts and the connections between them), summing up. The given method will contribute to the formation of communicative, linguistic, cognitive, information and technological competences of business communication in students (*Kravets RA, 2017: 136-140; Hunko IV, Voloshyna OV, 2021: 77-79*).

«Decision tree» – creating a visual support for analytical consideration of the task. This method consists of the following stages: preparatory stage (students study information on the assigned topic, identify the main problems), implementation (students create a visual model of solving this task in small groups and represent it to all participants), summing up. The given method will contribute to the formation of communicative, linguistic, cognitive, organizational and managerial competencies of business communication in students (*Kravets RA, 2020: 210-211; Hunko IV, Voloshyna OV, 2021: 77-79*).

Project method – cognitive activity of students, problematization of educational material, connection of education with life experience of students, organization of educational process. Using this method allows us to move away from the authoritarian style of teaching and reorient students' work towards independence, towards the priority of research, search, and creative activities. This method consists of the following stages: organizational and preparatory (identifying the problem, choosing a project topic, defining project tasks, drawing up a preliminary plan, identifying participants, methods, research techniques, mastering terminology, searching

for information), searching and research (developing a research program, collecting and studying the necessary information, conducting research based on the application of methods of observation, experiment, analysis and synthesis, reporting and design (formulation of the topic of the research project, presentation of the project), informational and presentational (project protection, self-evaluation and evaluation of projects). The given method will contribute to the formation of communicative, linguistic, information-technological, cognitive competences of business communication in students (*Kravets RA, 2017: 136-140; Kravets RA, 2013: 189-190; Kravets RA, 2020: 210-211*).

The fifth stage includes the result-reflective one – mastering the necessary and sufficient level of business communication competencies, which will allow the use of a foreign language in future professional activities, scientific and practical work, in communication with foreign partners, for self-education and other purposes. This will ensure the competitiveness of future specialists in the labor market, career growth and self-realization in society. Thus, this stage is final and confirms the fact that the successful result of any pedagogical activity is a student who is able to apply his knowledge in practice, feel confident outside the classroom, who has a sufficient level of self-esteem and is confident in his knowledge. The result-reflective stage of block-modular interactive learning consists of methods: analysis of business situations, liberal club, role-playing.

Analysis of business situations – diagnosis of an abstract or real situation in order to highlight the main components, ways of their interconnection and interaction, as well as their meaning for the participants of the situation. This method consists of the following stages: familiarization with the situation (determining the goals of the game), analysis of the situation (detailed description of the main processes, components, factors, tasks), final (decision-making, forecasting, personal assessment). The given method will contribute to the formation of communicative, linguistic, organizational and managerial, intercultural competences of business communication in students (*Kravets RA, Romanyshyna LM, 2013: 158-161; Bakhmat N, Maksymchuk B, Voloshyna O, Kuzmenko V, Matviichuk T., 2019: 1326-1329*).

The liberal club is a free form of discussion, which is used as a first approach to the topic, a way of defining the «task area», in which everyone can participate. This method consists of the following stages: definition of the topic and the purpose of the discussion, discussion of the topic (everyone can express their point of view), summing up, reflection. This method will contribute to the formation of communicative, linguistic, organizational, managerial, intercultural competencies of business communication in students (*Voloshyna OV, 2021: 19; Hunko IV, Voloshyna OV, 2021: 77-79*).

A role-playing game is a conditional, close-to-real reproduction of a situation, a request for information, and the recipient's response. This method consists of the following stages: preparatory (scenario development), planning (general description of the game, characteristics of the students involved in the game), explanation, orientation of students (determining the mode of work, formulating the main goal, setting the problem, choosing a situation, working with a package of documents, psychological preparation of students), execution (game process, end of the game), analysis and generalization (analysis, reflection, evaluation and self-evaluation of work, conclusions and generalizations, recommendations). This method will contribute to the formation of communicative, linguistic, organizational and managerial competencies of business communication in students (*Voloshyna OV, 2017: 206-208; Honcharuk IV, Yurchuk NP, 2018: 78-80; Kravets RA, 2017: 446-447*).

Therefore, using of interactive learning methods in the process of teaching a foreign language in institutions of higher education is the subject of a detailed study in connection with the

requirements set by the educational system of our country for students in institutions of higher education. Students with an average and high level of business communication skills are able to be a worthy representative of their profession, effectively carry out business communication in a foreign language at the international level, think creatively, independently organize research activities, building their own educational trajectory.

4. Conclusions

Interactive learning methods in the process of teaching a foreign language in institutions of higher education provide for the stimulation of cognitive activity and independence of students. These methods require the presence of creative tasks and mandatory communication in the student-teacher system. Interactive learning methods are characterized by their one-sided orientation, primarily for stimulating independent activity, self-learning, self-education, self-development, the ability to share experiences and interact in groups. Interactive methods contribute to the organization of comfortable learning conditions under which students actively interact with each other. It is the teacher's use of these teaching methods in his classes that speaks of his innovative activity. Interactive methods are based on direct interaction of students with the learning environment.

Because the educational environment is a real environment from which students receive a certain amount of theoretical knowledge and practical experience. Practical experience of students. Experience is the main catalyst of learning and the main value in it is the personality of students. The main thing in an individual is the desire for the future, for the free realization of one's abilities, especially creative ones, for strengthening one's faith. The creative orientation of education and upbringing allows to carry out personality-oriented education as a process of development and satisfaction of human needs as a subject of life, culture and history. The main value of humanistic person-oriented education is creativity as a way of human development in culture. The organization of the educational process using interactive learning methods is aimed at increasing the importance of learning material for students, individualizing learning and activating the thinking process.

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VARIATION OF CYBER NEOLOGISMS IN ENGLISH

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Summary

Language, like any living organism, continuously evolves, being enriched by various linguistic means. As you know, the most mobile and flexible is the lexical system of the language, which changes dynamically and constantly along with the development of one or another language group, reflecting the changes taking place in society and modern trends. This article is devoted to the lexical metamorphoses of the English language that have taken place in the last few years, and to native speakers themselves. It is worth noting that the field of neology, which attracted the attention of linguists during the first ten years, is now developing as rapidly as the very object of its study – new words. And if at the end of the 20th century researchers estimated the number of new English words in the range of 12,000 per year, but in 2002, this number increased by some estimates to 10,000 new words and word forms per day. The number of neologisms that appear in the language every day of our time is incalculable. Undoubtedly, in their entirety, these words are included in a wide range of usage and are included in dictionaries. Nevertheless, lexicographers try to record all the new lexical units that appear, which makes it possible to draw a more complete picture of modern trends in the development of the language and the society that speaks it. A large number of works and studies are dedicated to the study and analysis of neologisms, which consider new words from different sides and aspects. The very specificity of the object being studied is such that the topic does not exhaust itself, and research works continue to remain relevant, supplementing and clarifying the analyzed phenomenon. So, in the most general sense, neologisms in the lexicon are words or meanings of existing words that appeared in the language relatively recently.

Key words: neologisms, linguistic means, lexical units, language.

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1. Introduction

Scientists, having studied the possible approaches of researchers to the interpretation of the term "neologism", which vary depending on the research goals, distinguish 5 main theoretical approaches: stylistic, denotative, structural, etymological and lexicographic. Within the framework of the stylistic approach, a neologism is interpreted as a word whose novelty is marked by its new stylistic use, an example of which can be words that pass from jargon or metalanguage into everyday language (for example, the term downtime 'time when one is not working or active'). Denotative theory considers neologisms as words that arise to name new objects and concepts and thus acquire new denotative meanings, such as smartphone, selfie, e-book. The structural approach defines neologisms as words that have a completely new linguistic and acoustic form and structure, such as Tolkien's hobbit. With the etymological approach, a neologism is perceived as a word already existing in the language, a new meaning has been developed: umbrella 1) 'device used as protection against rain'; 2) 'a protecting force

or influence'. And, finally, supporters of the lexicographic approach to neologism include in this concept, among other things, the unrecordedness of a new word in dictionaries, for example, the language unit cinematherapy 'using films as therapeutic tools', which has gained 70,000 citations in the Google search engine, but has not yet been reflected in lexicographic editions.

Summarizing these approaches, we can conclude that even the factor of novelty common to all definitions is ambiguous and in many ways contradictory, since the researcher must determine for himself whether this or that linguistic unit is new for all members of society or only for a certain one. parts of native speakers, for the language of everyday communication or only for a certain context, metalanguage, etc.

2. Main text

In this work, we understand neologisms as words or phrases that are new in their form and meaning at the present time and have a new sociocultural meaning. In other words, neologisms will include both actually new words in terms of form and meaning, as well as units already present in the nominative fund, the meaning of which has changed due to a change in discursive affiliation. The creation of new language units is influenced by various factors. Thus, L. Gilbert singles out three such factors:

- 1) denominative (the need to designate a new object);
- 2) stylistic (the need for expressively colored language);
- 3) pressure of the language system (education of potentially possible words taking into account existing models).

By their nature, neologisms in modern English arise based on different principles. Many linguists note that the principle of linguistic economy is dominant at the stage. An increasingly intense rhythm of life and, as a result, an increasingly acute lack of time leads to a change in the perception of time in the XXI century, which is noted by sociologists. It is quite natural that language, as a kind of mirror of socio-cultural life, changes together with society. At the same time, the changes affect the very nature of the language, in particular, its word-formation models.

Mergers, contractions, and abbreviations are becoming the most popular, which allow you to express your opinion using a minimum of language means and spending less time. So, the words MOOC 'long-distance course', vom 'vomit', hurry sickness 'an urgent and persistent need to feel busy or productive', sightjogging 'visiting a foreign city by jogging around it' appear.

Statistics also confirm this. According to the testimony of V.I. Zobotkin, in the 1960s and 1970s, affixation prevailed over word formation, yielding to it only in the 1980s. At the end of the 20th century, word formation (29.5% of the entire corpus of neologisms), affixation (24%) and conversion (3%) were among the most productive language methods for the formation of new vocabulary in the English language. In 2014, some researchers put abbreviations (fusions, abbreviations, acronyms) in second place in terms of frequency, while a few years earlier, the Canadian researcher Paul Cook in his doctoral dissertation in 2010, analyzing the 1186 most frequent neologisms, noted that 4% of new words formed according to the principle of blending. It should be noted that in 1991, John Algeo, studying the dynamics of word-forming models of neologisms, claimed that only 5% of new words account for the share of fusion. Dozens of works by domestic and foreign scientists are devoted to word-forming models of neologisms of the English language. Therefore, it makes no sense to dwell on them in detail in this article. The main goal of the study, as mentioned at the beginning, is to determine the specifics of popular neologisms of the English language and to update them in everyday communication of average English speakers.

Neologisms included in the Oxford online dictionary since 2010 served as the material. The total volume of analyzed words and expressions was Words were selected according to the principle, as imagined at the initial stage of the study, of the most frequent use by native speakers. Thus, most of the analyzed lexical units were included in the lists of words of the year of the Oxford dictionary, which are formed on the basis of statistical data on the frequency of their use in a particular year.

The research included two stages: analytical, consisting of the selection and lexical analysis of neologisms, and interactive, consisting of interviewing informants.

We will begin the presentation of the results of the conducted research with a lexical analysis of new nominative units. The analyzed group of words included 58% of nouns, 25% of verbs, 13% of adjectives, and 4% of abbreviations, which are followed by compositionally more complex, expanded word combinations. Thus, the structural and partial analysis indicates a dominant number of one-word language units expressed by nouns, which in turn indicates a greater need for native speakers to name the phenomena that have appeared or situations. It should be noted that 49% of the words under consideration are formed by blending, which fully confirms the observations made in the theoretical part regarding the principle of linguistic economy in the context of the accelerated pace of XXI life (*Bihunova, Zubilevych, 2017*).

In terms of semantics, it is possible to distinguish 5 generalized thematic groups/spheres of functioning:

– Social and everyday life, which includes the names of various phenomena that have appeared, habits that have entered the use of objects, etc. (39%): wine o'clock 'an appropriate time of day for starting to drink wine'; cidery 'a place where cider is made'; to binge-watch 'to watch multiple episodes of a television program in rapid succession'; fandom 'the state of being a fan of someone or something'; showrooming 'the practice of visiting a shop or shops in order to examine a product before buying it online at a lower price'; omnishambles 'a situation that has been comprehensively mismanaged'; sodcasting 'the practice of playing music through the loudspeaker of a mobile phone while in a public place'; to mansplain 'when a man explains something to a woman in a manner regarded as condescending or patronizing';

– Computer technologies and social networks (21%): selfie 'a self-portrait photograph'; to rage-quit 'to angrily abandon an activity that has become frustrating'; AFK (away from the keyboard); second screening 'the practice of watching television while simultaneously using a smartphone, tablet computer, laptop, or other screen device'; webisode 'an episode of a series distributed as web television'; to pocket dialogues "accidental placement of phone call while a personal's mobile phone is in the owner's pocket or handbag".

The research, aimed at identifying the degree of actualization of these linguistic units in the language of native English speakers, consisted directly in interviewing informants – native speakers living in Great Britain. In the course of the survey, the informants were asked to answer several questions, in particular, about the meaning of the word, its frequency of use, possible synonyms, and predictions about the potential fixation of the lexeme in the vocabulary of the language.

Before the results of the analysis, it is worth making a caveat that residents of the southern counties of England – Hampshire, Surrey and West Sussex and the unitary administrative units of Brighton, Portsmouth and Southampton – participated in the survey. This fact could have influenced the results of the survey, as perhaps in other parts and counties of Great Britain the language trends are slightly different.

In the 20th century most neologisms take time to become firmly established in the language of everyday communication. However, as one might assume, in the last decade with

the development of information technologies, social networks and other diverse and wide opportunities for communication, not only the intensification, the acceleration of the creation process, but also, which is fundamentally important for us, the rapid spread of new words as in this language group, and throughout the world.

The results were somewhat surprising, as the group of informants between the ages of 25 and 45 identified the meaning of only 36% of the words. However, when the words were presented already in context, the informants were able to understand the meaning of 90% of the given words. Informants in the age group of 20-25 years reported that they heard or encountered 50% of the words after learning them out of context. However, according to the interviewees, only 15–20% of the new words selected for analysis are actively used. These are mainly lexical units from the sphere of everyday life, new technologies and the political and economic bloc. In this regard, we would like to once again emphasize the specificity of our chosen words: most of the lexemes included in the survey were published in the lists of words of the year of the Oxford dictionary, which are formed based on a high frequency of use (Kishchenko, 2017).

The attitude of the informants towards the vast majority of neologisms is rather negative. They were characterized as "stupid", "unnecessary" and unable to establish themselves in the English language for a long time. This opinion was expressed by the majority of native speakers who took part in the survey, and in particular, the entire age group from 25 to 45 years.

Such an opinion is not new, the extremely negative attitude of native speakers to new, unfamiliar words has been noted more than once. The Telegraph claims that new words enter the language so rapidly that they "pass by" an entire generation

3. Conclusions

Summing up with considerations about the reasons for the "success" or "failure" of certain neologisms of the English language, we note that linguistic processes are taking place rapidly compared to past periods, during

As many new words appear in a few days as at other times appeared during several years. As the teachings noted, language nowadays lives as if in accelerated shooting. And if the language is a reflection of the life of the people, and the vocabulary is a kind of litmus test for social and cultural changes, then it can be assumed that new words, no matter how unusual and meaningless they may seem to most of society at first, appear and become popular not by chance. Their appearance is natural, as they bring with them new ideas and values.

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STRATEGIES OF SPEECH TACTICS AND THEIR USE IN BUSINESS DISCOURSE

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Summary

The article reveals the concept of language strategies and tactics, touches on the concept of linguistic influence and its classification, the role of communicators in the act of speaking. A communicative strategy is perceived as a type of behavior of one of the partners in a situation of dialogic communication. For the analysis of language strategies, the concepts of goal, motive, and action, thanks to which the linguistic goal is achieved, are the most important. This article examines the concepts of language strategies and tactics, their classification and influence on the communication process. In addition, attention is paid to the role of communicators in the speech process and their influence on language strategy. The basic idea is that communicators can use different strategies and tactics depending on the goal, motive and action leading to the achievement of the linguistic goal. For the analysis of language strategies, the most important concepts are purpose and motive. A goal is a desired result that communication participants want to achieve. Motive is what motivates communicators to use a specific language strategy. In addition, the article highlights the role of such factors as language experience, socio-cultural context and psychological characteristics of communicators in choosing a language strategy. The article also considers in detail the classification of language strategies and tactics. In particular, examples of such strategies as "dominant", "regulatory", "cooperative" and "conflict" are given. For each strategy, its purpose and ways of achieving the language goal are described. In general, the article is devoted to the understanding of different language strategies and their impact on the communication process. Knowing about these strategies and tactics can help communication participants achieve more effective and productive communication.

Key words: language strategies; language tactics; communication strategy; dialogue; discourse.

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1. Introduction

Different dictionaries interpret the concept of strategy in their own way. So, for example, in the dictionary of S. I. Ozhegov, strategy is defined as the science of waging war, the art of waging war. A modern dictionary of foreign words defines strategy as the art of management planning based on correct and far-reaching forecasts. In the philosophical dictionary, strategy is a form of organization of human interactions that maximally takes into account opportunities, prospects, means of activity of subjects, problems, difficulties, conflicts that prevent the implementation of interactions. So, it is possible to come to the disappointing conclusion that the strategy involves the planning of actions related to social relations. Social relations, and especially the social context of language use, became in the 70s. XX century is an actual linguistic task. The researchers turned again to the mental processes taking place in the minds of communicators, to the problem of the relationship between language and thinking. A cognitive

direction in linguistics began to form, where language activity is perceived as one of the ways of knowing the world, i.e. language and mental processes are closely related.

2. Main text

It is characteristic of a person, especially if he is interested in further results, in particular, it concerns professional activities, to plan his speech actions. In different types of discourse, there is a different intensity of linguistic influence, which is understood as communication aimed at achieving certain goals and conditioned by certain motives. According to the intensity of linguistic influence, a distinction is made between "ordinary conversation" and "persuasive discourse", which aims to convince the interlocutor (for example, in construction discourse – a conversation with a customer regarding the construction of any object), while the speaker (or subject linguistic influence) regulates the activity of its interlocutor, the course of linguistic communication, influences decision-making by the interlocutor (or the object of linguistic influence).

There are different approaches to understanding the essence of linguistic influence and different classifications of linguistic influence. Scientists suggest the following types of language influence: 1) social; 2) manifestation of will;

3) clarification and informing; 4) evaluative and emotional. Social is certain social acts – greeting, oath, prayer. Expressions of will are speech acts created to fulfill the will of the speaker – orders, requests, advice, etc. Clarifying, informing is a report, message, explanation. Evaluative, emotional impact is the area of subjective-emotional relations – condemnation, threat, accusation, etc. The basis of L. L. Fedorova's classification is the type of speech acts.

A feature of linguistic influence is its unidirectionality: the subject performs active functions, and the object performs passive functions. The second feels the influence of the speaker, acting as the subject of communication. "Speech influence is a one-way speech act, the content of which is social influence on the speaker in the process of communication."

The influence can be intentional (intentional) and indirect (unintentional). The first can be implemented in the form of: authority, manipulation; beliefs, arguments; physical or mental strength. The last three methods can also be used in a side effect, when the speaker, not fully realizing the goal of speech actions, has a clear attitude, a motive for its achievement (*Kishchenko, 2017*).

In addition to language strategies, which play a primary role in organizing the linguistic influence of professional discourse, it is necessary to note the extralinguistic content of the communicative situation and the paralinguistic design of speech (voice, facial expressions, gestures, gaze, etc.).

Influence can be exerted on 1) phonological – phonosemantic content of the influencing language; 2) prosodic – intonation, articulation, tempo, pauses, tone of speech; 3) somatic – influence at the paralinguistic level (gesticulation); 4) lexical-semantic – use of influence words; 5) morpho-syntactic – direct questions clarifying additions, means of creating the illusion of choice; 6) extralinguistic levels – knowledge that matches the inner experience of another person.

Language strategies are interesting for their specifics. Their detection occurs during dialogic interaction during the entire language communication. The smallest unit of research is a dialogue fragment characterized by semantic completeness. The number of such fragments in the dialogue may be different depending on the topic, the relationship between the communicants, i.e. from all pragmatic factors. The speech strategy is determined by the macro intention of one or all participants in the dialogue. Macrointention is determined by social and psychological situations. The strategy is aimed at developing the basics of cooperation between communicators in dialogue, for example, choosing the tone of communication, the linguistic way

of presenting the real state of affairs. Linguistic strategies in dialogue can have the character of a game, use a clichéd type of language behavior, i.e. traditional lines, pauses, sayings, "regular" phrases about the weather, health, etc. can be used. The ritualization of strategies is determined by the ratio of the goal and the sequence of actions in a specific situation of communication, therefore, certain strategies and their corresponding goals, conditions of activity are fixed by certain social institutions and roles. The creation of a strategy always takes place under the influence of the requirements of the stylistic norms of professional discourse.

Linguistic strategies determine the course of the dialogue, fully revealing themselves only in the final lines. There are no rules that can be used to control the dialogue, so any parameter of the pragmatic characteristics of language communication can affect the outcome of the dialogue. The characteristics of the communicative strategy are flexibility and dynamics, because during communication, it is constantly subject to adjustment, depends on the speech actions of the opponent, on the changing context of the discourse. The task that linguists set for the explanation of strategic processes consists in determining the principles of orderliness of conversation, in establishing the mechanisms of interaction in dialogue.

If the goal is to obtain certain long-term results, then the language behavior strategy will cover the entire sphere of construction of the communication process, since "the speech strategy includes the planning of the language communication process depending on the specific communication conditions and personalities of the communicators, and even the implementation of this plan. In other words, a language strategy is a set of language actions invested in achieving a communicative goal.

Language tactics perform several functions, the main of which is the implementation of a speech strategy, and they also form parts of the dialogue, give the conversation modal nuances – evaluations, opinions, opportunities, etc. In one strategy, there can be many tactics based on a given strategy of linguistic behavior of communication participants (cooperative or non-cooperative). Undefined strategies are characterized by the tactics of attracting attention to oneself with the use of symbolic words and clichéd constructions (for example, the use of the tactics "Also...", "Beginnen wir..." at the beginning of a conversation). The strategy of maintaining contact or establishing contact (connotative purpose of the conversation) is characterized by tactics of attracting attention, shocking interlocutors, offering a common interesting topic of conversation. Informative strategy is characterized by tactics of implicit expression of meaning, unexpected change of topic.

There are obvious and non-trivial methods of linguistic implementation of strategies and tactics. Trivial methods are those stereotypes that have long been formed in the language system – word order, sentence patterns, syntactic constructions. So, for example, in the dialogue, stereotyped methods of expressing role relations: expressions of apology, requests ("Entschuldigen Sie...", "Konnten Sie...?"). Non-trivial methods of implementing strategies and tactics in language communication require non-trivial actions of the addressee, as they convey meaning by non-obvious means, it can be indirect information, hints. There are six ways of hinting: 1) due to uncertainty; 2) through a parcel; 3) due to additionality; 4) through an appeal to interests; 5) due to ambiguity; 6) through an allegory.

The reasons for using this kind of language communication in professional discourse can be different, it is influenced by the situation of the conversation, and the psychological state of the addressee, his unpreparedness to perceive special information, the special content of the information.

Thus, a communicative strategy in a broad sense is understood as a type of behavior of one of the partners in a situation of dialogic communication, this type of behavior is conditioned and correlated with the plan of achieving global and local communicative goals within the framework of a typical scenario of functional-semantic representation of the interactive type.

For the analysis of language strategies, the concepts of goal, motive, and action are the most important. Action as a purposeful human activity has its own goal, and a set of actions has a goal called a motive, in this way, language has both a direct goal and a motive, thanks to which the linguistic goal is achieved. In communication, the speaker usually has several goals, even for a single motive, and the behavior of an individual is regulated by several motives. The effectiveness of the language strategy is evaluated by achieving the maximum number of goals, the most important goals must be achieved first. Communicators must clearly and clearly express opinions, persuade, argue, build evidence, analyze, express judgments, convey rational and emotional information, establish interpersonal relationships, coordinate their actions with the actions of colleagues, choose the optimal communication style in various business situations, organize and maintain a dialogue. In any conversation, the listener seeks to understand what the interlocutor is saying.

Without understanding the motive of speech acts, we finally understand the meaning of the statement, because language activity is a process directed and motivated by a motive. At the same time, motives can be realized by the subject or not, awareness of the motive occurs at the personal level and is subject to improvement. A feature of the activity is the maximization of positive and minimization of negative results for each individual.

Language strategies are influenced by certain attitudes of the subject, the subject's value system, his beliefs. The setting involves one or another vision of the situation.

Thus, the basis of communicative strategies in the discourse are the motives, needs and determination of the communicators, while the degree of their awareness is different and depends primarily on the individual himself, his personal qualities, his attitude towards the interlocutor.

3. Conclusions

Language strategies and tactics are important components of the communication process. Understanding these concepts allows communicators to better understand how to interact with their interlocutors and achieve the desired results in communication. To analyze language strategies, it is necessary to take into account the goal, motive and actions leading to the achievement of the language goal. Different strategies and tactics can be used depending on the goal and motive of the communicators, their language experience, socio-cultural context and psychological characteristics. The article describes the classification of different language strategies, such as "dominant", "regulatory", "cooperative" and "conflicting", with examples of their application. Knowing about language strategies and tactics can help improve communication and achieve more effective and productive communication.

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ZEITGENÖSSISCHE LITERARISCHE BILDUNG IM HORIZONT DER “NEUEN AUFRICHTIGKEIT” DER METAMODERNE

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Annotation

Der Artikel konzentriert sich auf die Forschung der gegenwärtigen Phase der aktiven methodischen Umgestaltung des Literaturunterrichts. Im Zusammenhang mit der Trendidentifizierung in der Bildung und Entwicklung der Logik der literarischen Bildung, die mit den führenden Akzenten der Wahrnehmung und des Verständnisses der Realität übereinstimmen, stellt wir das wachsende Interesse an der Metamoderne als der vorherrschenden Stimmung der modernen Zeit fest. Die Philosophie und Methodologie des modernen wissenschaftlichen Diskurses ist in der Phase der terminologischen Definition, und es werden aktive Diskussionen über das Wesen, die Essenz und die Besonderheiten der Metamoderne geführt. Die neue Wendung des Bildungsspiegels bietet uns viele Überlegungen – Lesen als Prozess, Lesen als eine Form des kulturellen Dialogs, Lesen als eine Art der Selbstidentifikation usw. Obwohl das Phänomen des Lesens den neuesten humanitären Horizont markiert, geht es weit über die kognitiven oder kompetenzbezogenen Aspekte hinaus. Es wird gezeigt, dass sich die literarische Bildung während der Pandemie verändert hat und in ein System neuer Formen des pädagogischen Dialogs zur Bildung der Persönlichkeit des Schülers und des Studenten der Schüler:innen und der Student:innen eingebettet wurde. Der Dialog zwischen der Buchseite und dem Bildschirm bekam schließlich Resonanz, und die Ausbildung der Metafähigkeit des Lesens wurde fortgesetzt. In einer neuen historischen Etappe, nach dem 24. Februar 2022, veränderte die literarische Bildung die Konturen ihrer Existenz radikal und passte sich den Umständen des Großen Vaterländischen Krieges an, dem größten kontinentalen Krieg nach dem Zweiten Weltkrieg. Die Metamoderne entspringt aus den tiefen Wurzeln der persönlichen Beteiligung jedes Einzelnen an dem Schaffen neuer Bedeutungen der aktuellen historischen Epoche, an der Entwicklung des Paradigmas der kulturellen Dominanten. Die besondere Verantwortung des zeitgenössischen Literaturunterrichts ergibt sich aus der Notwendigkeit, ein harmonisches Umfeld für Schüler und Studenten Schüler:innen und Student:innen des postdigitalen Zeitalters zu schaffen.

Schlüsselwörter: literarische Bildung, Metamoderne, Digitalisierung, Lesen, Bewertungsparadigma, kognitive Täuschung.

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Einleitung

Das zweifach zentrierte Wesen des Lesens, das sowohl zur Philologie gehört, die Literatur als intellektuelles und ästhetisches Phänomen der Bedeutungskonzentration begreift, als auch zur Pädagogik, die ein System harmonischer zwischenmenschlicher Kommunikation verkörpert, steht zu Recht im Mittelpunkt des globalen Prozesses der modernen Geisteswissenschaften. Das Lesen als eine der optimalen Projektionen der Literatur ist ein wichtiges Element des Kaleidoskops des Wissens, der Erfahrung, der Wahrnehmung, des Verstehens, der Eindrücke, der Intentionen, des Denkens usw. Gleichzeitig sind dies wichtige und relevante Vorschläge im System der wissenschaftlichen Definition. Insbesondere, weil das Lesen (im Komplex aller seiner Formen

der „Präsenz“) die Fragen der zeitgenössischen literarischen Bildung bestimmt. Die gegenwärtige Phase der aktiven methodischen Umgestaltung des Literaturunterrichts ist durch die Skizzierung von Tendenzen in der Entwicklung und Spezifizierung der Forschungslogik im Einklang mit den führenden Akzenten der Wirklichkeitswahrnehmung und des Wirklichkeitsverständnisses gekennzeichnet. Insbesondere besteht ein wachsendes Interesse an der Metamoderne, die als die vorherrschende Stimmung der modernen Ära angesehen wird. Die Philosophie und Methodologie des modernen wissenschaftlichen Diskurses befindet sich in der Phase der terminologischen Definition, und es werden aktive Diskussionen über die Natur, das Wesen und die Besonderheiten der Metamoderne geführt. Das Lesen im Kontext der literarischen Bildung sollte in das Geisteswissenschaftsparadigma aufgenommen werden, so dass es einen wichtigen Platz bei der Definition der ethischen und ästhetischen, weltanschaulichen und wertbezogenen Merkmale der modernen kulturellen und historischen Epoche einnimmt und im Diskurs der literarischen Bildung ein qualitativ anderes Bildungsumfeld schafft – in der Perspektive des Lesens der Buchseite oder der Rekonstruktion der Kultur des Lesens am Device-Bildschirm.

Merkmale der literarischen Bildung in der Erfahrung der Metamoderne

Die heutige literarische Bildung setzt die Tradition des Lesens fort, die symbolhaft auf das Jahr 1440 zurückgeht. Gleichzeitig gibt uns die neue Wendung des Bildungsspiegels viele Reflexionen – Lesen als Prozess, Lesen als eine Form des kulturellen Dialogs, Lesen als eine Art der Selbstidentifikation, usw. Obwohl das Phänomen des Lesens den neuesten humanitären Horizont markiert, geht es weit über die kognitive oder kompetenzbezogene Dimension hinaus. Wie die tägliche Bildungsarbeit überzeugend beweist, wird ein Mensch im Vergleich mit dem bedingten Google oder dem GPT-Chat immer langsamer denken. Er oder sie wird auch viel langsamer Entscheidungen treffen, Fehler machen, sich mehr auf subjektive Fähigkeiten und Erwartungen konzentrieren als auf objektive Bedingungen oder mehr oder weniger genaue Prognosen. Die von Menschen getroffenen Entscheidungen werden immer weniger rational sein als die von den Technologien vorgeschlagenen. In diesem Zusammenhang liefert das Lesen dem menschlichen Bewusstsein die Entwicklung jener besonderen Qualität, die die Frage beantwortet: „inwieweit sind wir heute wie vor zweitausend Jahren in der Lage, nicht nur eine visuelle, sondern auch eine visionäre Kultur der Weltwahrnehmung auszubilden und die Weisheit des altrömischen Prinzips *animo videre* – mit der Seele sehen – zu erlernen“ (*Zubrytska, 2004: 25*).

Im Laufe der Zeit und mit der Dynamik des technologischen Fortschritts setzt die literarische Bildung ihre Tradition fort, dem Lesen alle notwendigen Voraussetzungen für die Vergegenwärtigung der Kultur zu geben. Im System der literarischen Bildung wird das Lesen am produktivsten eingesetzt – nicht nur als Lern-, Entwicklungs- und Bildungsmittel, sondern (vor allem) als Raum für das Wachstum tiefer Weltwahrnehmungs-, Weltverständnisstraditionen und der Metafähigkeit der Selbstidentifikation in neuen (=anderen) Realitäten, von denen wir wenig wissen, die wir aber, der metamodernen Stimmung entsprechend, fühlen und erleben.

Die ukrainische Wissenschaft widmet dem Lesen, der literarischen Bildung, den Errungenschaften und Problemen des Literaturunterrichts und -studiums in Sekundar- und Hochschulinrichtungen große Aufmerksamkeit, was in den Werken von M. Zhulynskyi, D. Nalyvayko, Y. Sultanov, B. Shalaginov, O. Nikolenko, O. Isaieva, Zh. Klymenko, N. Hrytsak, E. Voloshchuk, F. Steinbuck, I. Kozlyk, A. Martynets und anderen maßgeblichen Wissenschaftlern und Praktikern widerspiegelt wird.

Im Laufe der Jahrhunderte hat das Lesen den humanistischen Fortschritt begleitet und dabei metaphorisch und symbolisch eine der wichtigsten Grundlagen des Weltwissens

definiert: Was bedeutet es, zu sein? Von den barocken Parolen „Memento mori!“ und „Vanitas“ („Eitelkeit“) über die Philosophie des Rationalismus „Cogito ergo sum“ („Ich denke, also existiere ich“) (R. Descartes), über die Bewegung des Enzyklopädismus bis hin zum Sensualismus „Ich fühle, also existiere ich“ (J.-J. Rousseau) und darüber hinaus war die menschliche Selbsterkenntnis im Einklang mit den historischen und sozialen Transformationen sehr komplex und bizarr. Es dauerte Jahrhunderte: als das romantische Bewusstsein des Menschen in seiner unbegrenzten Vorstellungskraft und seinen kühnen Träumen auf der Suche nach einem bestimmten Ideal weit über den Horizont der bestehenden Welt hinausreichte; durch die Mitte des neunzehnten Jahrhunderts, als der Mensch in den technologischen Dschungel eintauchte und begann, seine Vision zu verlieren, durch die Wende vom neunzehnten zum zwanzigsten Jahrhundert, als er sich aufgrund der Weltanschauungs- und Wertekrise in den Wellen der Moderne wiederfand (die er einfach und unkompliziert mit der Vorsilbe „neo“ bezeichnete: Neoromantik, Neorealismus, Neobarock, Neoklassizismus); durch die zweite Hälfte des zwanzigsten Jahrhunderts, wo er versuchte, auf festen Boden zu kommen, aber die Koordinaten der Postmoderne halfen bei dieser Suche nicht weiter – schließlich kam der Mensch erst in den Sinn der Metamoderne, die er allmählich verstanden hat. Und jetzt haben wir klare und deutliche Definitionen, einige davon eine sorgfältige Untersuchung der Aspekte der literarischen Bildung unter vielen wesentlichen Segmenten erleichtern – sowohl die Bildung des neuesten Bildungsparadigmas als auch das Verständnis des Lesensstatus im humanitären Horizont des dritten Jahrtausends, der Ära des Triumphs der Technologie. J. Genette hat den Begriff des „Schwindels“ in verschiedenen Formen („das schwindelerregende Prinzip der Symmetrie“, „gefährlicher Raumschwindel“, „Fixierung des Schwindels“) aktiv verwendet, um „den Schwindel oder die Zweifel in den geheimen Labyrinthen der Gelehrsamkeit zu bändigen“. Auf diese Weise versuchte einer der Theoretiker des Strukturalismus 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 in der Tat der Kern des „Schwindels“ ist, genauer und konkreter zu begreifen. Die metamoderne Konzeptosphäre stimmt in gewisser Weise mit Genets Schwindel überein, wie zeitgenössische Forscher mit dem Vertrauen auf den Ruf von R. Williams und sein Buch *The Long Revolution* (1961), in dem das Konzept der „Struktur des Gefühls“ analysiert wird, belegen.

Seit 1975, als der Artikel von M. Zavarzadeh „The Fact of the Apocalypse and the Artistic 'Eclipse' in Contemporary Narratives of American Prose“ (*Zavarzadeh, 1975*) veröffentlicht wurde, ist der rezeptive und evaluative Horizont der neuen Zeit markiert worden. Der Autor begründet das Konzept der „Null-Interpretation“ mit der Tatsache, dass die Interpretationen der „Realität“ willkürlich geworden sind und daher sowohl richtig als auch absurd. M. Zavarzadeh zufolge „wird die Realität fantastischer, wilder und unwahrscheinlicher als die Fiktion“, und aufgrund der ständigen Umwälzungen und der anhaltenden Wertekrise hat sich das allgemeine Umfeld (des Menschen) in letzter Zeit in eine ausgedehnte „Extrem-situation“ verwandelt (*Zavarzadeh, 1975*). Trotz der Tatsache, dass sich die Metamoderne derzeit in der Phase ihres philosophischen Verständnisses und der Spezifizierung der Terminologie befindet und keine Tendenz zu eindeutigen Interpretationen zeigt und das Feld der methodologischen Vorschläge erweitert, markieren die Forscher den bedingten Beginn der metamodernen Stimmung oder Ära unterschiedlich. Zum Beispiel begannen extreme Weltanschauungen nach dem 11. September 2001 aktiv diskutiert zu werden, während es sich im ukrainischen humanitären Raum offensichtlich lohnt, auf den 26. April 1986 zurückzublicken. In jedem Fall ist die Motivation für die „Null-Deutung“ mit Umständen von sozialer und historischer Bedeutung verbunden, und unterschiedliche „Anfänge“ sind durchaus gerechtfertigt – Phänomene, die für die Entwicklung

des Wertesystems eines modernen Menschen, der zu seinem eigenen Makro- und Mikrokosmos gehört, gleichwertig und ausgewogen sind. Metamoderne Konzepte sind in ständiger Bewegung, und die Welt nach dem 24. Februar 2022 verleiht der Entwicklung des humanitären Paradigmas Komplexität und besondere Dramatik. Insbesondere hat die literarische Bildung während der Pandemie an interessanten Konturen gewonnen und neue Formen des pädagogischen Dialogs angenommen, um die Persönlichkeit des Lehrers und des Schülers zu formen. Der Dialog zwischen der Buchseite und dem Bildschirm bekam schließlich Resonanz, und die Ausbildung der Metafähigkeit des Lesens wurde fortgesetzt. Nach den ersten Luftangriffswarnungen vor der Morgendämmerung trat die literarische Bildung jedoch in eine neue Phase ihrer Existenz ein und passte sich den Umständen des Großen Vaterländischen Krieges an, der tragisch war, was die Verluste angeht, und heroisch, was die täglichen Heldentaten des ukrainischen Volkes im größten kontinentalen Krieg seit dem Zweiten Weltkrieg angeht. Die Metamoderne entspringt aus den tiefen Wurzeln der persönlichen Beteiligung jedes Einzelnen an der Schaffung neuer Bedeutungen der aktuellen historischen Epoche, an der Entwicklung des Paradigmas der Kulturdominanten.

Die Methodik der Metamoderne als führende Forschungslogik unserer Zeit wird in interdisziplinär angelegten Arbeiten knapp, aber vernünftig dargestellt (Masoud Zavarzadeh, Moyo Okidiji, André Furlani, Timotheus Vermeulen, Robin van den Akker, Luke Turner, Seth Abramson, Taufik Youssef), das Problem der neuen intellektuellen und emotionalen Stimmung stand im Mittelpunkt mehrerer wissenschaftlicher Konferenzen (1997, University of Chicago, philosophische Konferenz „After Postmodernism“; 2007, Freie Universität Berlin, Konferenz zur Bewertung der kulturellen Situation nach dem Ende der Postmoderne; 2014, University of Strathclyde, Glasgow, Konferenz über Metamoderne; 2023, KNLU, internationale wissenschaftliche Konferenz „Metamoderne als kulturelle Dominante der Moderne“). In der ukrainischen Literaturwissenschaft entfaltet sich ein Forschungsdiskurs über die Poetik der Metamoderne in der Belletristik. Insbesondere konzentriert sich Tetiana Hrebeniuk (*Hrebeniuk, 2018*) auf den Begriff der Freiheit in der Literatur der Metamoderne und analysiert die Werke von Andrii Bondar, Oksana Zabuzhko, Tania Maliarchuk, Serhii Zhadan und anderen ukrainischen Autoren. Olha Bandrovskya stellt in ihrer Studie das Werk von David Foster Wallace als „künstlerische Illustration metamodernistischer Innovationen“ (*Bandrovskya, 2021*) vor, die im Lichte der Ideen der neuesten Literaturwissenschaft analysiert werden.

Robin van den Akker und Timotheus Vermeulen (*Misunderstandings and clarifications, 2015*) betonen, dass die Metamoderne eine neue Art von Sensibilität sei, die die Postmoderne abgelöst habe, dass ihr Hauptmerkmal eine Verschiebung sei, die zwischen dem „Enthusiasmus der Moderne“ und dem „postmodernen Spott“ oszilliert, und dass die Hauptmerkmale der Metamoderne die Ersetzung der Melancholie durch Hoffnung und die Stärkung der neoromantischen Sensibilität seien. Luke Turner ist kategorischer, da er zur Befreiung von der „ideologischen Naivität“ der Moderne und der „zynischen Unaufrichtigkeit“ der Postmoderne aufruft und dann eine „pragmatische Romantik, die nicht an ideologische Prinzipien gebunden ist“ vorschlägt und dazu aufruft, „die Arme für die wissenschaftlich-poetische Synthese und die aufgeklärte Naivität des magischen Realismus zu öffnen“ (*Terner, 2011*). Gleichzeitig bezeichnet Taufik Youssef die Metamoderne als „die vorherrschende kulturelle Logik der Moderne“, die „versucht, die Moderne und die Postmoderne zu überwinden, um den zeitgenössischen kulturellen Regimen gerecht zu werden“ (*Youssef, 2017*), und verkündet ihr Grundprinzip des „Glaubens, des Vertrauens, des Dialogs und der Aufrichtigkeit“, das zur Überwindung der postmodernen Ironie und Distanzierung beitragen kann. In diesem Kontext erhält die Frage der literarischen Bildung neue Konturen, weil sie einerseits von digitalen Technologien

beeinflusst wird und andererseits eine kognitive Kette im Horizont einer bestimmten „Struktur des Gefühls“ (R. Williams) modelliert, die es zu begreifen und in gewisser Weise im Bildungskanon zu etablieren gilt. Für ein ganzheitliches Verständnis des Themenspektrums im pädagogischen Lesediskurs lohnt es sich, die Konzeptualisierung der „neuen Aufrichtigkeit“ als einen der Grundbegriffe im Prozess des Verständnisses der metamodernen Konturen der Moderne zu betrachten. Nach Ansicht von Leser:innen und Forscher:innen zeigt die zeitgenössische Weltliteratur die Poetik der „neuen Aufrichtigkeit“ in den Werken von Haruki Murakami (*Roman Norwegian Forest, 1987*), David Foster Wallace (*vor allem der Roman Infinite Jest, 1996*) und Stephen Roggenbuck. Neue Formen der ästhetischen, emotionalen und intellektuellen Existenz, die sich in Handlungen, Bildern, Themen und Motiven niederschlagen, gaben Anlass, diese (und einige andere) Künstler als Vertreter der Literatur der Metamoderne zu betrachten. Die besondere Aufmerksamkeit für die innere Welt des Menschen im Prisma der rationalen Analyse, die gesteigerte Sinnlichkeit in der Erzählung und die Betonung des Bedeutungsproblems vom „Dasein“ entsprechen den Forderungen der modernen Poetik.

Der Begriff der „neuen Aufrichtigkeit“ ist nicht nur für die Wahrnehmung und Erforschung der künstlerischen Welt der Literatur, sondern auch für die Gestaltung der Konturen der literarischen Bildung von besonderer Bedeutung. Dabei ist zu bedenken, dass der Bildungs- und Entwicklungsraum einen viel weiteren Horizont hat. Denn wer Literatur im Prisma metamoderner Tendenzen erforschen will, konzentriert sich auf einzelne literarische Texte aus dem letzten Drittel des zwanzigsten Jahrhunderts bis zur Gegenwart. Stattdessen sollte die moderne literarische Bildung einige Positionen der Untersuchung historischer und kultureller Trends, Muster der Trend-, Stil- sowie Bewegungsbildung im Laufe der Zeit festlegen und die Muster des historischen und literarischen Prozesses verstehen – gerade aus der Perspektive eines Lesers/einer Leserin, der/die zu den Werten und kulturellen Dominanten der metamodernen Welt gehört. Die „neue Aufrichtigkeit“ der Metamoderne sollte zu einem methodischen Rahmen werden, da der moderne Leser/ die moderne Leserin die Originalität der Philosophie, der Weltanschauung, des kulturellen und historischen Kontextes der Literatur einer bestimmten Epoche und dann den künstlerischen Stil einzelner Autoren, einzelner Nationalliteraturen (um sich künstlerische Integrität der Weltliteratur vorzustellen) sowie einzelner Werke kennen lernen muss. In diesem Zusammenhang gewinnt die „neue Aufrichtigkeit“ der Metamoderne in der zeitgenössischen Literatur an viel breiteren methodischen Konturen im Problemenkreis der Forschung und Lehre der Literatur im modernen Bildungsraum.

1997, als die Erfahrung der Metamoderne bereits einigermaßen definiert wurde, stellte Umberto Eco die Frage „Schluckt der Computer das Buch?“. Um die besondere Rolle der literarischen Bildung in dieser Perspektive zu verstehen, muss man wissen, dass die rasante Technologisierung und Digitalisierung des menschlichen Lebens zu dieser Zeit bereits allumfassend wurde, so dass der Bildungshorizont eine neue Seite in seiner Geschichte aufschlug. Nachdem er einmal eine schwierige Frage aufgeworfen hatte, sprach U. Eco in einem ausgedehnten intellektuellen Zwiegespräch mit dem halbironischen Titel „Don't Expect to Get Rid of Books“ (Erwarte nicht, dass du die Bücher loswirst) einige Zeit lang ohne Angst und Aufregung und stellte fest: „Die Frage ist eher, wie das Lesen am Bildschirm das verändern wird, was wir früher mit dem Umblättern von Seiten gemacht haben. Was werden wir mit diesen neuen weißen Büchern gewinnen, und – vor allem – was werden wir verlieren“ (*Eco, Career, 2015: 6*). Indem er über die Natur und das Wesen des Buches nachdenkt, kehrt Umberto Eco zu seiner eigenen Frage zurück und versucht, sie auf eine neue Art zu beantworten: „Wird das Buch verschwinden, weil das Internet aufgetaucht ist? Ich habe schon einmal darüber geschrieben... Ich kann nur darauf verweisen, was ich bereits geschrieben habe. Niemand merkt es, denn es gibt

nichts Unbekannteres als einen Text, der bereits gedruckt wurde... Dank dem Internet sind wir in das Zeitalter der Texte zurückgekehrt. Wenn wir früher dachten, dass wir in die Zivilisation des visuellen Bildes eingetreten sind, hat uns der Computer in die Gutenberg-Galaxie zurückgebracht, und jetzt fühlt sich jeder verpflichtet zu lesen“ (*Eco, Career, 2015: 15*). Für den Bildungsdiskurs ist die Metapher des „Verhältnisses“ zwischen der Buchseite und dem Bildschirm von besonderer Bedeutung, da wir uns selbstbewusst auf die „Alpha“-Generation zubewegen, die nicht mehr zur Übergangs-, Transitionsära der Bildung einer digitalen Gesellschaft gehört, sondern einer klar definierten postdigitalen – die nach 2015-2017 Geborenen verkörpern eine grundlegend andere Qualität des Lernbewusstseins, denn jedes Gerät (Informationsträger) ist kein separates Segment im Komplex der Einflüsse und Motive für Entwicklung und Selbstentfaltung, sondern eine Art Erweiterung der Persönlichkeit. So erfüllt das Lesen seine Aufgabe, indem es die geisteswissenschaftlichen und menschlich-schöpferischen Aspekte miteinander verbindet, während der geistige und schöpferische Charakter dieses Phänomens die beruflichen Bemühungen eines/einer jeden von uns, Philolog:innen, und der pädagogischen Gemeinschaft als Ganzes beherrscht und lenkt.

Da das Lesen zu einem integralen Bestandteil des intellektuellen und emotionalen Raums wird, sollte die literarische Bildung Modelle anbieten, die es für eine Person wichtiger machen, Fragen zu stellen als Antworten zu finden. Jetzt erhält das Lesenphänomen neue Bedeutungen und erweitert seine eigenen Möglichkeiten – der Raum der Literatur wird mehr als erkenntnistheoretisch und mehr als ontologisch, er wird hyper-emotional und betont persönlich.

Um auf die Gedanken von Umberto Eco zurückzukommen, stellen wir fest, dass sich die Weltanschauung erheblich verändert, weil eine Buchseite durch einen Bildschirm ersetzt wurde. Die rasante Entwicklung der Technologie hat sich darauf ausgewirkt, was und wie Menschen Informationen lesen, teilen und verstehen. Im Einklang mit den neuen Realitäten haben sich die Ansätze für die Grundsätze, Methoden, Formen und Mittel des Unterrichts sowie die Vision der Bildungsstrategie im Allgemeinen verändert. Wir stimmen mit Maria Zubrytska überein, die feststellt: „Homo legens (ein Mensch, der liest), der zu einem integralen Attribut des homo sapiens und homo ludens geworden ist, ist ein lebendiges Zeugnis für den einzigartigen Einfluss der Buchkultur auf die Entwicklung der menschlichen Intelligenz, der menschlichen Fähigkeiten, der menschlichen Phantasie und der gesamten menschlichen Zivilisation. Eine gründliche Analyse des Konglomerats von Ideen, Problemen und Forschungen im Zusammenhang mit dem homo legens, d. h. die Beantwortung der Fragen: Wer hat gelesen? Was wurde gelesen? Wie wurde gelesen? könnte die Studien nicht nur in der Kulturanthropologie, sondern auch in der Weltgeschichte, der Kultur- und Literaturgeschichte, der Linguistik, der Theatergeschichte, der Philosophie usw. bereichern und vertiefen“ (*Zubrytska, 2004: 20*).

Die literarische Bildung bildet, entwickelt und verbessert die Lesekultur, die mit der Subkultur des Internets und der digitalen Technologien synchronisiert wird, die zunehmend im Alltag und in den Aktivitäten der Menschen verwurzelt sind. Die Dominanz der Informationstechnologie führt dazu, dass der Computer als Informationsquelle, als wichtigstes Unterhaltungsmedium, als wichtigstes Kommunikations- und Interaktionsmedium und als Möglichkeit zur Verwirklichung der eigenen Interessen und Vorlieben bevorzugt wird. Gleichzeitig werden die unbestreitbaren Vorzüge und Vorteile der Geräte durch die Tatsache verdunkelt, dass sowohl die Schüler:innen als auch die Lehrer:innen sie nicht ganzheitlich wahrnehmen, sondern sich nur auf den Unterhaltungsaspekt konzentrieren und das Wichtige, Wertvolle und Nützliche außer Acht lassen. Heute stellt sich eine methodische Herausforderung: Wie lassen sich die digitalen Technologien in den Prozess der Bildung einer ganzheitlichen Persönlichkeit einbinden, die zur Selbstentfaltung, zum kritischen Denken und zur Bereitschaft zum Selbstlernen fähig ist? Der

klassische Grundsatz von Jules Verne „Lehren durch Unterhalten und Unterhalten durch Lehren“ erhält eine qualitativ neue Bedeutung und markiert einen neuen Bildungshorizont.

Literarische Bildung: Schule und Universität

Die literarische Bildung erfüllt ihre Aufgabe, indem sie zwei wichtige Phasen miteinander verbindet – die schulische und die akademische Beschäftigung mit Literatur. In jeder dieser Phasen werden die Aufgaben, die sich aus dem Mikro-Lernumfeld der Sekundarstufe und der akademischen Bildung ergeben, erklärt und konsequent umgesetzt, wobei die aktuellen Anforderungen und bestehenden Trends berücksichtigt werden. Es ist klar, dass die Aneignung von Literatur in einer Sekundarschuleinrichtung alle Schüler betrifft, oft unabhängig von ihren Vorlieben oder Leseinteressen, während die nächste Stufe, die akademische Literaturausbildung, in einem professionellen Umfeld stattfindet, weil sie sich an diejenigen richtet, die ihre Zukunft mit der Philologie oder einem anderen Tätigkeitsbereich mit aktiver Nutzung des erworbenen philologischen Wissens verbinden. Dies ist der Grund für den Unterschied in den Bildungsstrategien des Literaturstudiums, der sich auf die Prävalenz bestimmter Formen der Organisation des Bildungsprozesses, die Aktivierung bestimmter Methoden oder Techniken der Arbeit mit einem literarischen Text auswirkt.

Eines der wichtigsten Projekte des metamodernen Dialogs im Bereich des Lesens ist das Studium der Literatur im Sekundarbereich. Im Jahr 2021 begann die Ukraine mit der Umsetzung des Modelllehrplans „Schule der Freude. Weltliteratur für die Klassen 5-9“ (das Team des Autors besteht aus wissenschaftlichen Beraterinnen: Dr. Prof. Olha Nikolenko, Dr. Prof. Olena Isaieva, Dr. Prof. Zhanna Klymenko, Dr. Prof. Lidia Matsevko-Bekerska, und Mitgliederinnen des Lehrerteams, Lehrerinnen für Weltliteratur: Liudmyla Yuldasheva (Leiterin), Nataliia Rudnytska, Viktoriia Turyanytsia, Svitlana Tikhonenko, Maryna Vitko, Tetiana Dzhangobekova) (*Modelna navchalna prohrama, 2021*). Die praktische Arbeit mit dem Lehrplan hat angefangen, und Schüler:innen sowie Lehrer:innen werden Lehrbücher, Lehrmittel, interaktive Plattformen und Ressourcen für das Erlernen der Weltliteratur angeboten (Klassen 5 und 6). Der Lehrplan definiert die Ausgangspunkte für die Etablierung einer neuen Weltansicht und eines neuen Werteparadigmas in den Köpfen und der Weltansicht der Schüler:innen. Bei der Definition der „Rolle der Weltliteratur im System der allgemeinen Sekundarschulbildung der Ukraine“ (*Modelna navchalna prohrama, 2021*) gehen die Autor:innen davon aus, dass „die neue ukrainische Schule eine SCHULE DER FREUDE für die moderne junge Generation werden sollte, die auf das aktive Lernen, harmonische Entwicklung und moralische Erziehung der Schüler:innen ausgerichtet ist, insbesondere durch ihren Zugang zur Schatzkammer der Belletristik aus verschiedenen Ländern und Völkern der Welt“ (*Modelna navchalna prohrama, 2021*) und bieten eine ziemlich breite Palette von Markierungen an, die den Status und die Ziele des Literaturstudiums in der Sekundarschule angeben: Als akademisches Fach, das die Vielfalt der nationalen Literaturen abdeckt, birgt die Weltliteratur ein großes geistiges Potenzial, das für die ukrainische Jugend des frühen dritten Jahrtausends notwendig ist. Im Laufe des Erlernens der Weltliteratur haben die Schüler:innen die Möglichkeit, andere Länder und Kulturen durch das Prisma der Fiktion zu entdecken, in die Welt der menschlichen Gefühle und Beziehungen einzutauchen, etwas über die Natur und die Gesellschaft zu lernen, die Kraft der schöpferischen Phantasie und des menschlichen Denkens zu spüren, kritisch zu denken und sich in literarische Figuren einzufühlen, sich selbst und andere besser zu verstehen, das „Eigene“ (einheimisch, national) zu schätzen und das „Andere“ zu respektieren (wichtig für die Entwicklung der eigenen Persönlichkeit und der ukrainischen Nation), eine humanistische

Weltanschauung und ein nationales Bewusstsein zu bilden, das auf bürgerlichen Prioritäten und Toleranz gegenüber anderen Völkern, Rassen, Nationalitäten beruht“ (*Modelna navchalna prohrama, 2021*). Die Konvergenz der Strategie der literarischen Bildung mit den Konzepten der metamodernen Weltanschauung und Erfahrung zeigt sich auch in der Liste der Hauptfunktionen des Fachs: „1) kognitiv und wertorientiert; 2) ästhetisch; 3) entwicklungsorientiert; 4) sozial und adaptiv; 5) erzieherisch“ (*Modelna navchalna prohrama, 2021*). Wir sehen, dass die Einbindung von Wissen, Verstehen, Bewertung und der Metafähigkeit des eigenständigen kreativen Denkens der Schüler:innen in das System der metamodernen Weltwahrnehmung in einem bedeutenden textlichen Raum stattfindet, der von T. Yusefs proklamiertem „Glauben, Vertrauen, Dialog und Aufrichtigkeit“ dominiert wird.

Die nächste Stufe der literarischen Bildung, die das Problem des Lesens betont, findet in der Hochschulbildung statt, die ein wichtiger Bestandteil der zeitgenössischen (und insbesondere der ukrainischen) Geisteswissenschaften in den Koordinaten des metamodernistischen Diskurses ist, wobei ihre Komplexität, Multidimensionalität und terminologische Vielfalt zu beachten ist. Das Erlernen der Literatur, verbunden mit dem Unterrichten der Literatur, schafft eine gemeinsame Stimmung des Denkens, der Diskussion und der Prognosen über Bedeutungen und Sinne, über die Konturen und Möglichkeiten des Wissens, über die Perspektiven und dominanten Bewertungsmarker in der Philosophie, Kulturwissenschaft und Literaturkritik. Die rasante Dynamik im Wandel der Gesellschaft und des sozialen Bewusstseins, die totale Digitalisierung und die Herausbildung eines Porträts eines Kulturträgers des postdigitalen, postglobalisierten Zeitalters auf der Stufe der akademischen Literaturausbildung (im Schoß der Philologie) entsprechen dem Bedürfnis nach Ordnung und Systematisierung. Daher fügt sich der metamoderne Vorschlag der „Null-Interpretation“ (M. Zavarzadeh) harmonisch in den Kontext der postklassischen Narratologie ein, wo der strukturalistische „Schwindel“ (J. Genette) die „schöpferische Erfahrung“ umsetzt und die „Struktur des Gefühls“ (R. Williams) detailliert und überzeugend die Kultur einer bestimmten historischen Periode charakterisiert.

Das Lesen als kulturelles und ideologisches Phänomen und direkter Gegenstand der literarischen Bildung sowie die Methodik der Organisation des Lesens als Mittel zur optimalen Gestaltung des Dialogs zwischen dem Leser und dem literarischen Werk in einer Sekundar- oder Hochschuleinrichtung erfordern ein gründliches theoretisches und vor allem methodologisches Verständnis. Die Realität des Bildungswesens am Ende des ersten Drittels des einundzwanzigsten Jahrhunderts zeigt, dass der Diskurs der Digitalisierung allumfassend geworden ist, dass eine Reihe von visuellen dynamischen Vorteilen den Bildungsprozess im Allgemeinen, die intellektuelle und emotionale Aktivität eines jeden Teilnehmers / einer jeden Teilnehmerin erheblich verändert. Spannende Gamification, farbenfrohes Design, vielfältige Inhalte auf Plattformen, Ressourcen usw. sind zu einem organischen Bestandteil sowohl des Bildungsraums als auch der Welt außerhalb davon geworden. Trotz bedeutender Fortschritte bei der Beherrschung der Technologie und trotz der freien (und manchmal willkürlichen) Nutzung von Geräten gewinnen wichtige Aspekte der Bildungsstrategie zunehmend an Bedeutung. So stellen wir beispielsweise einen erheblichen Rückgang der Lesemotivation, Konzentrationsschwierigkeiten, Probleme bei der Verarbeitung von Informationen, beim Auswendiglernen, bei der kritischen Reflexion und Nutzung sowie bei der Entwicklung praktischer Fähigkeiten fest.

Besondere Aufmerksamkeit sollte der Kommunikationsfähigkeit und der Bildung von Wertorientierungen gewidmet werden. Darüber hinaus prägt die literarische Bildung während des Großen Vaterländischen Krieges die Kultur des Lesens nicht nur als wirksames Mittel des Lernens, der Entwicklung und der Bildung, sondern bietet auch ein Instrument zur Motivation, aktiv zu sein, detaillierte Methoden der intellektuellen, emotionalen und psychotherapeutischen

Beeinflussung von Generationen, die in Schutzräumen, zwischen Luftangriffswarnungen, tragischen oder dramatischen Adressänderungen und in ungewohnten oder ungewöhnlichen Situationen und Umständen lehren und lernen. Das Lesen markiert den Horizont im Weltbild der Schüler:innen und Student:innen, strukturiert nicht nur das Denken, sondern auch die Gefühle, entwickelt die Vorstellungskraft und bietet konstruktive Ideen für die Rezeption und Interpretation der Welt. Um die grundlegend andere Qualität des Lesens zu verstehen, lohnt es sich, über die Möglichkeiten der Verbindung von Lese- und digitalen Kompetenzen nachzudenken und dann über die Optionen für methodische Veränderungen der Arbeit mit einem literarischen Text.

Die literarische Bildung befindet sich im Stadium eines grundlegenden Wandels in der Logik der Leseorganisation. Die Notwendigkeit, die Informationstechnologie in jede einzelne Phase der Bildungsaktivitäten zu integrieren, beginnt, den grundlegenden Fokus der Lesestrategie – die Entwicklung der Fähigkeit, einen Text zu lesen, zu verstehen und darüber zu reflektieren – abzulösen. Die Integration von Text und Text (Text auf einer Buchseite und Text auf einem Bildschirm) ist ein offenes und vielversprechendes Feld für die neueste Methodik, die sich darauf konzentriert, wie man den Schüler:innen/Student:innen beibringen kann, „mit der Seele zu sehen“.

Lesen in der Welt der Technik: ein kognitiver Irrtum

Die rasche Einführung digitaler Technologien in den Bildungsalltag, die die Konturen der Schule als soziokulturelles, historisches, geistiges, intellektuelles und emotionales Umfeld generell verändert hat, hat zur aktiven Entwicklung des Diskurses über „digitale Bildung“ und „digitale Bildungsumgebung“ geführt, einer Bildung, die „hauptsächlich durch digitale Technologien funktioniert, d.h. elektronische Transaktionen, die durch die Nutzung des Internets umgesetzt werden“ (*Kraus, 2018: 49*), und wir sind Zeugen des kreativen Wachstums dieses Netzwerks. So spielt beispielsweise das große Projekt der digitalen Bildungsumgebung „All-Ukrainian School Online“ eine wichtige Rolle, und viele Ressourcen bieten eine interessante Palette an Möglichkeiten zur Organisation und Optimierung moderner Bildung: Prometheus, Osvitoria, EDera, NaUrok, Vseosvita, interaktive Selbstentwicklungsplattformen für Kinder Rozumniki, IXL, Learning.ua, LogicLike sind Teil der digitalen Bildungsumgebung. Diese Plattformen entwickeln unter anderem den theoretischen und methodischen Diskurs über das Lesen und liefern interessante methodische Ideen zur Aktivierung des Leseinteresses der Schüler (*Matsevko-Bekerska, 2019, 2020*).

Die Erfahrung hat überzeugend gezeigt, dass die digitalen Technologien im Kontext der literarischen Bildung eine instrumentelle Antwort auf die Bedürfnisse und Herausforderungen unserer Zeit sind, eine ziemlich effektive Form der Einsparung von Ressourcen (Material, Zeit, Lehrmethoden und -techniken). Gleichzeitig sind sie ein notwendiges Mittel, um einen pädagogischen Dialog mit der „digitalen Generation“ zu führen (Marc Prensky: wörtlich „digitaler Bürger“; Prensky Marc., 2005) die viele andere Bezeichnungen hat: „I-Generation“, „I-Generation“, „Generation Z“ oder „Gadget-Generation“ (*Zelenov, 2018: 47*), und die aktive Gestaltung ihres Porträts hat einen klar definierten Anfang in der Zeit. Wie man weiß, erschien das erste Iphone im Jahr 2007 und das erste Ipad im Jahr 2010. Die Forscher charakterisieren die folgenden Punkte etwas unterschiedlich, aber im Allgemeinen im gleichen Vektor (*Duschenko, 2018*) den Entwicklungsprozess der WEB-Netztechnologien als schrittweise Veränderung: Web 0.0, oder „Vor-Internet-Netzwerke“, die ersten Suchen und Versuche, ein wirklich globales Netzwerk zu schaffen; Web 1.0, oder die erste Generation des World Wide Web, wo es möglich wurde, durch Informationsräume zu „reisen“, jede Information aus elektronischen Bibliotheken,

Informationskatalogen des Internets zu erhalten; Web 2.0, oder interaktives „syntaktisches“ Web, wo die Nutzer unabhängig den Informationsfluss schufen, und die Bemühungen der Website-Besitzer auf die Aufrechterhaltung der Infrastruktur gerichtet waren (Wikipedia, Google Earth (Google Maps), Flickr (Online-Fotoalbum), Netvibes (persönlicher Desktop), Digg.com (Nachrichtenquelle), uCoz (Webhosting)); Web 3.0 oder „semantisches Web“, in dem die Beziehungen zwischen den Servern (Online-Anwendungen des Netzes: Schnittstellen für die Erstellung von Ressourcen, semantische Übersetzer, Nachrichtenbörsen, Suchanalysatoren, automatisch generierte Zielinformationsbasen), die Kommunikation im System dieser Beziehungen wird von Robotern moderiert, denn sie bestimmen, was im Web 3.0 veröffentlicht werden kann und was nicht, welche Art von Informationen den Nutzern je nach ihren Wünschen, kommerzieller Werbung, Dienstleistungen und Lebensstil zur Verfügung gestellt werden sollten; Web 4.0 oder das „pragmatische Web“, wenn sich die verwalteten Beziehungen zu den Nutzern massiv ausbreiten, wenn das Internet zu einer Art Nervensystem der technisch-menschlichen Verbindung in der Übergangszeit zum Technozoikum wird. Die Zeit des Web 4.0 wird auch als „mobiles Internet“ bezeichnet, das alle Geräte in der realen und virtuellen Welt in Echtzeit miteinander verbindet. Für die literarische Bildung ist es besonders wichtig, dass die Forscher das Web 4.0 als Neuronetz bezeichnen und damit die Interaktion der Welten auf der Grundlage der Prinzipien der Neurokommunikation betonen. Gleichzeitig wurde die nächste Stufe der digitalen Entwicklung, das Web 5.0, das als „symbiotisch“ (Open, Linked, intellektuelles Web, emotionales Web) bezeichnet wird, in den wissenschaftlichen Verkehr gebracht. Trotz der unterschiedlichen terminologischen Vorschläge sind sich alle einig, dass das Web 5.0 eine Zeit des „Lesen-Schreiben-Ausführens“ ist. Dies bezieht sich auf die emotionale Interaktion zwischen Menschen und Computern, die durch den Einsatz von Neurotechnologien für viele oder alle Menschen zum Alltag werden wird. Bei der Analyse der Perioden der Verbesserung der digitalen Technologien argumentieren die Wissenschaftler, dass „das Internet im Moment 'emotional' neutral ist, was bedeutet, dass das Netz die Gefühle und Emotionen der Nutzer nicht wahrnimmt“ (*Duschenko, 2018*). Drei Jahre sind seit der zitierten Veröffentlichung vergangen, und im Jahr 2021 wurde die Arbeit am Chatbot ChatGPT abgeschlossen – die intellektuelle und emotionale Interaktion erreicht die nächste Ebene, eine qualitativ andere, ziemlich inhaltsreiche, aber äußerst komplexe und kontroverse im Diskurs der existentiellen Dominanten, des Bewertungskanons und der humanistischen Suche.

Die literarische Bildung nimmt neue Konturen an, weil der Vorrang der Bedeutung nicht mehr mit dem Vorrang des Sinns konkurriert, das Primat des Werks nicht mit dem Primat des Textes debattiert, der Gegensatz „Leser-Rezipient“ nicht mehr ein Nebeneinander ist, sondern eine Gemeinschaft von Bewusstseinen, die die künstlerische Welt kennenlernen wollen. Eine grundlegend andere Qualität der neuen digitalen Ressource besteht darin, dass sie den Benutzer (eine Person) in eine kognitive Täuschung einführt. Während niemand auf die Idee käme, eine Anfrage in Form einer Adresse in einen Google-Such-Feed einzugeben, ist die menschliche Kommunikation mit dem ChatGPT-Chatbot ein Dialog, bei dem der Initiator (ein Mensch) immer mit einer Begrüßung beginnt („Hallo!“, „Herzlichen Glückwunsch!“, „Guten Morgen!“ usw.) und in der Regel eine Konstruktion am Anfang des Satzes verwendet: „bitte“, „entschuldigen Sie“, „darf ich fragen“, „darf ich bitten“. Dank fortschrittlicher Algorithmen kommuniziert der digitale Gesprächspartner, teilweise unter Verwendung von Sprach- und Sprechkonstruktionen, die die Illusion einer emotionalen Beteiligung bestätigen. Das professionelle Können der Autor:innen, Entwickler:innen und aller am ChatGPT-Projekt Beteiligten zeigt die Überlegenheit der Intelligenz gegenüber automatisierten Systemen und den Umriss eines vorausschauenden Horizonts bei der Entwicklung immer fortschrittlicherer

digitaler Werkzeuge. In allen möglichen Varianten der Zusammenarbeit zwischen einem menschlichen Nutzer:innen und dem Chatbot ChatGPT bestätigt der imaginäre Gesprächspartner / die imaginäre Gesprächspartnerin (Assistent:in, Berater:in, Referent:in usw.) stets die Logik der maschinellen Aktivität, indem er jedes Mal Aussagen macht wie „Ich bin kein Mensch“, „Ich denke nicht“, „Ich mache mir keine Sorgen“, „Ich kann nicht beleidigt sein“, „Das ist nicht meine Meinung, ich gebe nur die Informationen wieder“ usw. In einer bestimmten Phase der Kommunikation bietet ChatGPT leicht unterschiedliche Antworten an: „Haben Sie keine Angst, mir eine Frage zu stellen, ich werde versuchen, Ihnen zu helfen“, „Machen Sie sich keine Sorgen, mich zu beleidigen, ich werde Ihnen die Informationen geben, die Sie brauchen“, „Es ist in Ordnung, ich werde mein Bestes tun, um Ihre Aufgabe zu erleichtern“. Mit anderen Worten: Der Algorithmus akzeptiert die Spielregeln und der Chat imitiert einen Dialog. In diesem Kontext muss die literarische Bildung ihren Platz im humanitären Raum behaupten, ohne um Bedeutung, Wichtigkeit, Sinnhaftigkeit und Kompetenz zu konkurrieren.

In diesem Zusammenhang lohnt es sich, auf zwei „Nachbargenerationen“ einzugehen: Z und Alpha. Ohne ins Detail zu gehen, aber in Übereinstimmung mit dem Konzept von Neil Gove und William Strauss, die eine Generationentheorie zur Untersuchung wichtiger historischer und sozialer Phänomene vorgeschlagen und vertreten haben, wollen wir uns kurz auf die beiden im ersten Drittel des einundzwanzigsten Jahrhunderts aktiven Generationen konzentrieren. Die Vertreter der Generation Z (Kinder und Jugendliche im Alter von 8 bis 25 Jahren) lieben es zu lernen und Multitasking ist für sie alltäglich; sie sind in den sozialen Medien „aufgewachsen“ und haben daher Probleme mit aktiver Sozialisierung und harmonischer Interaktion mit anderen Menschen; sie sind hyperindividualistisch und wankelmütig bei der Wahl von Prioritäten oder zukünftigen Tätigkeitsbereichen. Im kognitiven Porträt dieser Generation spiegeln sich die Widersprüche der Digitalisierung wider: Veränderungsbereitschaft verbindet sich mit Zielunsicherheit, angestrebte Unabhängigkeit erfordert Beratung und Konsultationen, und die Helligkeit der virtuellen Welt steht im Widerspruch zur Realität, die Routine und Monotonie erfordert, Beständigkeit bei der Ausführung „typischer Aufgaben in typischen Situationen“, d.h. erfolgreiche Selbstverwirklichung basiert auf der Metafähigkeit des Lernens, die sich in der Synthese von traditionellen und digitalen Methoden im Bildungssystem (das sich synchron mit dem Aufwachsen der Jugendlichen rasch entwickelte) herausbildete. Zu den Merkmalen der Generation Z, die in offenen Quellen dominieren, gehören „Digital Detox“, „Online-Arbeiten“, „Selbstentfaltung“, „politischer Aktivismus“, „Kreativität“, „Mangel an Teamfähigkeit“, „Unsicherheit über die Zukunft“ und „ständige Suche nach neuen Abenteuern“. Wenn es nach den Autor:innen der Generationentheorie geht, sollten die Erwachsenen im Jahr 2000 die „Große Generation“ werden (*N. Gove, W. Strauss, „Millennials Rising: The Next Great Generation: The Next Great Generation“*, 2000), lohnt es sich, der nächsten Generation – der „Alpha“-Generation (*Mark McCrindle, 2022*) – Aufmerksamkeit zu schenken (*Kinder der Generation Alpha, 2022*). Der Name der Generation bestimmt die Erwartungen und Hoffnungen: „Alpha“ als erster Buchstabe des griechischen Alphabets markiert den Anfang, die Schaffung von etwas Neuem, Anderem, Bedeutendem, Wichtigem für die Gemeinschaft der gesamten erneuerten Welt im postdigitalen Zeitalter. In gewisser Weise können wir eine Übereinstimmung bei der Definition der Merkmale der SHIVA-Welt mit den vorherrschenden Merkmalen der „Alpha“-Generation beobachten, und alles in allem geschieht alles im Kontext einer metamodernen Stimmung. Es ist das Ende der Postmoderne, die die Prozesse der Globalisierung erfassen sollte, die den Raum der Metamoderne eröffnet, die versucht, die „Struktur des Gefühls“ (R. Williams) zu durchdringen, um die Prinzipien des Aufbaus einer harmonischen, komfortablen Welt für alle in der Erfahrung von „Glaube, Vertrauen, Dialog, Aufrichtigkeit“ (T. Youssef) zu lernen.

Auf der Grundlage unserer Beobachtungen können die Stärken der Generation Alpha bereits als Wahrnehmungsgeschwindigkeit, Mobilität, Komfort in der realen und virtuellen Welt, Multifunktionalität, Offenheit, Freundlichkeit, aktives Interesse an globalen Themen und völlige Aggressionslosigkeit bezeichnet werden. Gleichzeitig stellen wir die Schwächen der Generation Alpha fest, insbesondere ihre Abhängigkeit von der Technologie (neben der virtuellen Realität gibt es eine unbekanntere Realität, die Angst, Unsicherheit und Hilflosigkeit hervorruft), Vertiefung der Unwissenheit (das Leben in der Welt der Technologie entfremdet die Kinder von den intellektuellen oder künstlerischen Errungenschaften der Menschheit), Oberflächlichkeit (schnelle und selbstverständliche Veränderungen des erworbenen Wissens bilden nicht die Integrität der Persönlichkeit, die Fähigkeit, Ereignisse, Phänomene wahrzunehmen, sie zu erleben – das heißt, die Lebenserfahrung zu erweitern), Verlust notwendiger Fertigkeiten, was sich negativ auf die kognitiven Fähigkeiten (Schreibfertigkeit, Merkfähigkeit), die Kommunikation und die emotionalen Einschränkungen auswirkt (die Virtualisierung der Lebenserfahrung reduziert die Bandbreite der Gefühle, Verringerung des Vokabulars – ein „Smiley“ oder „Emoji“ reicht aus, um einen Zustand oder eine Meinung auszudrücken), Verarmung der Mimik und Gestik (die digitale Realität, die vom Individuum unabhängig ist, bietet die Fähigkeit, die Erfahrungen anderer zu beobachten, bildet aber in keiner Weise das Bedürfnis, den Wunsch oder die Fähigkeit, die eigenen Erfahrungen zu zeigen). Einige der Probleme der „digitalen Generationen“ wurden von Michel Demurge erforscht (*The Factory of Screen Idiots/Cretins*, 2019). Daher ist es notwendig, die Methodik des Lesens im System der literarischen Bildung, die das Menschliche in einer Person schafft, entwickelt und verbessert, an die neuesten Trends in den Geisteswissenschaften anzupassen.

Das Lesen hat eine besondere Rolle (Mission) im Prozess der Bildung einer Persönlichkeit, die sich in die Welt der Technologie – Post-Technologie usw. – integrieren muss. Ausgehend vom literarischen Werk, das zur Grundlage der zwischenmenschlichen Kommunikation wird, entfaltet sich die Spirale der emotionalen Intelligenz, und dies ist eine der akutesten Herausforderungen unserer Zeit. Die Metafähigkeit der digitalen Anpassungsfähigkeit in der Gesellschaft beginnt mit dem Lesen. Die Umwandlung von Emotionen in Empathie geht unweigerlich mit dem Lesen einher. Generell schafft die literarische Bildung die Voraussetzungen dafür, dass das Lesen die ihm innewohnenden Aufgaben erfüllen kann: menschlich, geistig und staatsbildend. Das Hauptziel der literarischen Bildung lässt sich nicht durch die Konfrontation mit der Technologie erreichen, nicht durch den Wettbewerb um die Vorherrschaft in der kognitiven Aktivität der Schüler:innen, sondern durch die Schaffung eines möglichst harmonischen, naturnahen und lebensrettenden Bildungsraums.

Schlussfolgerungen

Die Generation der heutigen Schüler:innen und Student:innen sind aktive Gestalter der Welt von heute und der Welt von morgen, die mit Werten und Bedeutungen gefüllt werden sollte. Die soziokulturelle Verantwortung der literarischen Bildung weitet sich aus und vielfältigt sich – nicht nur durch die Kenntnis von Handlungen und Wechselfällen, sondern vor allem durch die Verbreitung von Ideen, Bildern und Symbolen, durch Wahrnehmungsweisen der Realität, die den Bedingungen der kognitiven Tätigkeit angemessen sind. Die literarische Bildung bietet dem literarischen Text die Möglichkeit, zu einer eigenen Welt zu werden, die den kognitiven Prozess beeinflusst und alle Elemente seiner Kette aktiviert – von den unterschiedlichsten Wahrnehmungsweisen bis hin zur Vorwegnahme von Interpretationen. Wenn wir über die Strategie der literarischen Bildung im Prisma der Lesemethodik nachdenken,

berücksichtigen wir zunächst die Besonderheiten des Lebensraums, in dem sich die Persönlichkeit des Schülers und Studenten bildet. Die Generation Z ist ein integraler Bestandteil der Metamoderne, die Generation Alpha ist eine konkrete Verkörperung der Metamoderne und muss ihre Philosophie entwickeln. Platons „Metaxis“ bedeutet, gleichzeitig „jenseits“, „vor“, „zwischen“ und „über“ zu sein (d.h. überall gleichzeitig). Die emotionale literarische Erziehung sollte ein Gleichgewicht finden zwischen der offensichtlichen Verfügbarkeit von Informationen (jeglichen Inhalts, Umfangs, Quellen ihrer Beschaffung) und der Notwendigkeit, die emotionalen Prozesse zu verkomplizieren, die für die Bildung einer harmonischen Persönlichkeit notwendig sind, die sich nicht nur in der Welt der Technik, sondern auch in der Welt der „Bilder und Ideen“ (G. Kostiuk) auskennen kann. Die metamoderne „Struktur des Gefühls“ ist mehrdimensional, komplex, kaleidoskopisch. Eines der wichtigsten Themen ist die Frage, wie der Mensch sich selbst bewahren, eine wertvolle Nische für seine eigene Selbstverwirklichung, für ein harmonisches Leben im Hyperraum verteidigen kann. Ein wirksames modernes Bildungsparadigma muss daher die Dominanz der Kompetenzen verlagern: Neben dem Erwerb von Wissen, der Entwicklung notwendiger Fertigkeiten und der Anreicherung relevanter Kompetenzen sind emotionale Beteiligung, Kooperation, empathischer Austausch, Aufrichtigkeit der Beziehungen, vertrauensvolle Dialoge und Mensch-zu-Mensch-Rollenspiele erforderlich.

Eine der jüngsten Studien „What Awaits the Global World by 2023“ (*What Awaits, 2023*), deren Ergebnisse auf der Website des Ukrainischen Zukunftsinstituts abrufbar sind, gibt in Abschnitt 5 „Technological Trends“ eine Prognose für die kommenden Jahre. Den Autoren zufolge werden die Menschen solche Segmente beherrschen wie „das Internet of Behaviour (IoB) sind Verhaltensdaten, der so genannte 'digitale Staub', der von Unternehmen gesammelt und analysiert wird, um das Verhalten der Menschen zu verstehen und zu beeinflussen“, „die Entwicklung von Bildungstechnologien, die den Lernprozess für einen größeren Personenkreis zugänglich, bequemer und effektiver machen (immersives Lernen, Plattformen, die es Kindern ermöglichen, zu Hause, einzeln oder in Gruppen mit der Auswahl von Schülern und Lehrern unterrichtet zu werden; adaptives Lernen mit Hilfe von KI; Gamification of Education; GSuite for Education von Google: Google Docs, Sheets, Gmail und Forms, Google Classroom, Google Assignments)“; „der Einsatz von Wearable Technologies, Human Monitoring“ (durch elektronische Geräte, Sensoren usw.); „Umwandlung des Homo Sapiens in den Homo Augmenticus, d. h. den erweiterten Menschen“ („Informationstechnologien werden in die menschliche Schnittstelle integriert“); „Entwicklung von Technologien für kollektives Bewusstsein“ (Hive Mind als „eine Form der Kommunikation, bei der eine Person mit anderen telepathisch verbunden sein und ihr Wissen, ihre Gedanken, Erinnerungen, Träume usw. teilen kann“). Die Perspektiven für die literarische Bildung in der metamodernen Welt, die sich auf eine weitere Technologisierung zubewegt, haben zwei Hauptrichtungen: Schule und Universität. In der Schule sind große Erwartungen mit der Umsetzung des Lehrplans „Ausländische Literatur“ verbunden. Die „Schule der Freude“, der sich um neue Bedeutungen erweitert und mit interessanten und relevanten methodischen Vorschlägen vervielfältigt. An der Universität wird die Idee der literarischen Bildung auf die Idee der Bildung projiziert, um ein neues Paradigma des Wissens über das Wissen zu modellieren. Das Kaleidoskop des Bildungsdiskurses besteht aus zahlreichen Segmenten, von denen jedes seine eigene Rolle in der „Gesamtpartitur“ hat. Eines der Grundprinzipien der Idee der Universität bleibt unverändert: die bestimmende und leitende Rolle der Person am Lehrstuhl. Für den Erfolg der literarischen Bildung als intellektuelles, emotionales und digitales Projekt spielt daher die Persönlichkeit des Lehrers / der Lehrerin oder des Dozenten / der Dozentin eine wichtige Rolle, denn er ist das wahrhaftigste und nächstgelegene Bild für die Student:innen, um nicht nur die Tiefe des Fachwissens oder die

Beherrschung der rhetorischen Fähigkeiten, sondern vor allem die Offenheit für den Dialog und das Verständnis der Bedürfnisse und Erwartungen in einem komplexen Labyrinth von Bedeutungen wahrzunehmen und zu verstehen.

Somit ist die literarische Bildung im metamodernen Horizont ein Raum der Erkenntnis, des Verständnisses von Bedeutungen, der Interpretation und des Selbstverständnisses von sich selbst und der Welt. Dieser Raum kann nur in Form von persönlicher, direkter Kommunikation, Austausch von Wissen, Eindrücken, Emotionen, Schlussfolgerungen, Bewertungen und Zweifeln durch die künstlerische Welt detailliert werden.

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THE CONCEPT OF BILINGUALISM

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Summary

Purpose. Our research claims to identify the concept of bilingualism. What is it, is it an advantage or disadvantage, some types of bilingualism, bilingual education, discussing some terms, which are related to the topic. Such important tasks as considering the term of bilingualism, differentiate different types of bilingualism, which is a crucial task in order to reveal the topic, because bilingualism has a deeper meaning and sense, as in dictionaries. Also we need to discuss how it is common in our everyday life, various patterns of obtaining the languages for certain type of bilinguals, functioning of a bilingualism in additional language learnings. The materials are based upon the researches of the scientists on this topic, linguistic literature is its source.

Methods. The research was done with the help of such successive methods, which include both empirical and theoretical approaches such as: systematic analysis of the scientific literature on the topic, explanation of terms, description of patterns of bilinguals, its functions in education, and also in studying optional languages, classification of types of bilingualism, its difference, also deduction about certain behaviour and the consequences on our brain and mind, if we are bilinguals.

Results. Considering that article's tasks and such points as types of bilingualism, bilingual education and its types of bilingualism due to certain kind of it, advantages and disadvantages of bilingualism, different patterns of bilingualism in the society and home language bilingualism, the role of bilingualism in an additional language learning or third language acquisition, we can convey that bilingualism is an integral part of our lives, which has many advantages, such as the development of logical thinking, greater diversity of vocabulary use etc. Among the disadvantages, the main one is that bilinguals are typically slower than monolinguals. The types of bilingualism have shown how different it can be according to the specific domains in which a person is located and how it can change.

Patterns of home language bilingualism demonstrate certain types of language use, which exist in bilingual families today. The role of bilingualism in the third language acquisition has a positive impact on our brain and taking the tests because of better results than in monolinguals. So, considering this issue, the role of bilingualism won't be underrated.

Conclusions. The bilingualism's role in learning languages further has a lot of positive impact. This issue is inexhaustible, because of its complicated task for scientists to prove different points of view. There are a lot of types of bilingualism, considering the bilingual education as an integral part in honing skills in both languages.

Key words: Acquisition of two languages, code switching, society, bicultural, communicative competence, bilinguals.

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1. Introduction

The language is a major communicative tool for us, humans, to use. An interaction between different peoples and cultures can be achieved only due to the usage of language. The more languages you know, the more human you are. So in our environment there are not only monolinguals, but also bilinguals and more. But what is a bilingualism? According to Bloomfield, it's a powerful control of two languages on a native level of understanding the language. But, of course, we need to understand that bilinguals don't compulsory have that level of comprehension. A lot of people can express their utterances without that. So this term should account for the individual's ability of learning languages.

Naturally, there arises another question about how much the speaker must be fluent in both languages. Haugen (1953) has a supposition that bilingualism starts when the monolingual speaker is able to generate exact, finished, and meaningful speeches in his/her second language. Another scientist Diebold (1961) suggested that it's not necessary for a speaker to produce some sentences in another language, taking in the message will be enough.

So, as you can see, bilingualism seems to be a simple task for scientists, but at the same time, it's very complicated issue. It's an up-to-date problem, which requires our full understanding and attention about the topic. Due to digitalization and an increasing role of the IT technologies, everyone can learn more than one language in order to make a career, to move to another country, etc. The statistics shows that nearly 3.3 billion bilinguals around the world enumerate 43% of the population. And this number will increase in the very near future.

The aim of our research is to consider deeply what is a bilingualism, how is it common and its influence on our lives. It can be achieved by considering following tasks: discussion about the term of bilingualism, what's its pros and cons, to describe types of bilingualism, analyse the influence of a bilingualism in learning further languages. The methods which were supplied are: systematic analysis about the bilingualism, explanation, description and classification of some points related to the topic and deduction.

2. The main part

2.1. How bilingualism is common

First of all, bilingualism is a present-day worldwide issue. It interacts in all age groups and parts of society. Although the crucial point of bilingualism isn't developed widely, especially in the countries, which consider themselves monolingual. Lewis proclaims that bilingualism is nearer than we used to think. Quite various factors or language groups cause that many people use two languages permanently. Thus, the inhabitants of Ukraine speak Ukrainian, but in a workspace they can use different languages for different professional and cultural matters.

There is a common pattern of bilingualism according to the society. As an example can serve countries with native speakers minority can be bilingual in the way of life, but bilingualism is good only for this minority section. For instance, native speakers of the Welsh language (or so-called Cymraeg) can speak both English and Wales. On the other hand, very few representatives of English can say something in Welsh.

Immigration is a huge factor, due to which a bilingualism is popular. Immigrants come from country, which is quite unlike that of the country, in which they make their home. Consequently, they become bilingual using both their own language and language of another country. For instance, the Ukrainians migrated to Canada, New York, etc in order to have enough money

for survival, which was impossible in Ukraine during World War II. So living in another country they, unconsciously, started to speak English.

2.2. Types of bilingualism

In the study about types of bilingualism, scientists arise the dichotomies between these types. Compound and co-ordinate bilingualism was considered by Weinreich (1953). Simultaneous and successive bilingualism by Lambert (*Lambert, 1975*), elite and folk bilingualism by Skutnabb-Kangas (1981). Such dichotomies don't attract serious attention, but, simultaneously, they demonstrate various ways and points of view. So, there are such types of bilingualism as:

- Co-ordinate and compound bilingualism: they have dissimilarities in mental functioning. Co-ordinate bilingualism proclaims a string of equivalent translations in two languages to correspondingly two different strings of representation. Compound bilingualism means two strings of linguistic signs that associate with the only set of sense (*Ervin and Osgood, 1954*). Co-ordinate bilingualism involves different contexts in which two languages are exchanged, while compound bilingualism is developed through such contexts as formal language learning at school, university or regular switching from one to another.

- Simultaneous and successive bilingualism: McLaughlin (1984) states that isn't appropriate to say about the first and second language acquisition of the children, when they learn it simultaneously. In that situation both language are developing, but one can be dominant because of its frequent use. Then, when a language is obtained after the children's native language, McLaughlin turns to successive acquisition. From there, two languages are clearly differentiated, the extra language is a second language. Both these types accompany a bilingual proficiency.

- Additive and subtractive bilingualism: Lambert (1975, 1977) distinguishes such types of bilingualism. Additive bilingualism increases when both languages and culture linked, so they harmonize positive parts to the child's general development. Subtractive bilingualism is when two languages have an aim to compete. It happens when the minor language is substituted by the dominant or prestigious kind of language in a certain area. Such situation arises when the kid is educated in dominant language, but doesn't have any support in its own language.

- Elite and folk bilingualism: Skutnabb-Kangas (1981) provides a certain clarification between elite bilinguals, who obtained a second language due to formal education with a little capacity to use the language in a natural way and folk bilinguals who gained the second language only practical contact with natives of that language. Elite bilinguals have a free option to learn a language. The trouble related to failing in learning the second language and it's straightforwardly depends upon the curriculum. Folk bilingualism means a consolidation of minor children into a major society. Such type proclaims a mix of social and educational factors.

- Balanced bilingualism: From the name of its type, we can surely say that this is such type when two languages are in harmony and the speaker has a competence on the native level (*Haugen, 1973*). But, again, it doesn't matter whether you are fluent in the language or not. More often, this term is used to talk about an individual, who can speak or comprehend the languages nearly at the same level, although his/her skills aren't perfect.

2.3. Is bilingualism an advantage or disadvantage?

Well, bilingualism has both advantages and disadvantages. Let's start with advantages. Bilinguals are better than monolingual in an attitude to:

- Creative thinking
- Linguistical recognition
- Logical thinking
- Plasticity in thinking

– Boosted capacity to learn further languages, because of the same patterns in grammar or speech and the same family of languages can be easily accessed. For instance, the Italian and Spanish languages are included in the Romance languages of the Indo-European family of languages, They are very similar. Empirical work of scientists proved these from the cognitive processing's point of view:

- Updating: retaining and memorizing the info in memory
- Inhibitory control: the control over unnecessary details
- Task switching: quick reversing between numerous tasks

Now let's turn to disadvantages of bilingualism. Among these is, first of all, the slowness of the bilingual speaker. Lexical decision experiments proved it. In that situation, monolinguals outdo bilinguals and multilinguals (*Ransdell & Fischler, 1989*), because the latter are normally slower among the lexical tasks, counting semantic comprehension. Jespersen (1922) declared that the child being bilingual scarcely learns either language, as if he/she learned a single language. In order to hone the skills in both languages, the other skills will be reduced and it will be difficult for children to have an ability to master them.

Saer (1923) did an experiment, which showed that bilinguals in the city had more interaction in the second language in and outside the school, whereas the rural children had a lower intelligence than their colleagues from the city. As a result, the urban bilinguals were more balanced bilinguals than the rural students.

2.4. Bilingual education

The term of bilingual education has an aim to represent a lot of educational programs, which includes two or more languages. There are four types of that education (*Hammers and Blanc, 1989*):

- Transitional bilingualism, which means that the role of using the first language is to relieve that transition to the second or formal language;
- Mono-literate bilingualism, when the educational institution allows using both languages for different entertainments, events, etc., but the second language is mastered in honing a competence;
- Partial biliterate bilingualism, means the situation, when two languages are applied in all language skills, which needed, such as writing, reading, speaking and listening, but the curriculum separates subjects in a distinct way: the first language stands for subjects connected with culture, it can be arts, folklore, history, and the second language represents technical subjects, such as economics and science;
- Total biliterate bilingualism, the simple type, which proclaims that both languages are well balanced and used in all domains.

Bilingual education boosts the children's capacity in both languages. They don't compete, as everyone thinks. Research of Hakuta (1987) demonstrates that the time spent on learning the first language is the crucial part in the second language acquisition and it has a positive consequences. In his study was a peculiar pattern of growing connection between Spanish and English vocabulary evaluation in some sorts of Puerto Rican children in such programs of education. A basic supposition was made about bilingual education, which means that skills and comprehension, which are needed in one language automatically moves to another.

2.5. Different patterns of home language bilingualism

A few people live at home, which is also a certain domain, where the language has an aim to display an ethnic, cultural or national circumstance and they are quite dissimilar with the view of the society, where they live in. In this situation, adults can cooperate in both languages and children can learn the family language through a constant exchange. This leads to the point,

when home bilinguals are made by the parental conscious choice to talk to a child in their native language. As usual, there seems a little opportunity or expectation for a formal education at school or university with the help of this language.

Romaine (1995) shows six patterns of home language bilingualism. They are different and pertinent because they mix the worth of both social and linguistic extent. This scheme also count on the minority or majority position of the language and the introduction of this language in a common life of the child:

2.6. Bilingualism in additional language learning.

One feature of a bilingualism, which should be learned additionally, is the unconscious influence of learning the next language by bilinguals. The third language acquisition means an acquisition by not a native of the acquired language, but by the speaker, who obtained two other languages, or bilinguals. The study of it unites together two points, which weren't considered: second language acquisition and bilingualism. The acquisition of the third language is slightly different, because such learners are more experienced as the learners of the second language. Bilingualism adds general effects on our cognition, and has an entry to two linguistic systems, while obtaining a third language (*Herdina & Jessner, 2002*).

Some studies proved that multilinguals have in its usage a broader scope of linguistic and memory strategies and also they have an elasticity in the use of language than monolinguals (*McLaughlin & Nayak, 1989*). On the other side, such learners are capable of using two languages, as their basis in the acquiring language, while second language learners can rely on only the first language of their use.

The common proposition was made by the researchers in the 1960-70s about that bilinguals learn a third language more smoothly and effortlessly than monolinguals (*Albert & Obler, 1978*). It's important to say, that even bilingualism influences the third language acquisition, it doesn't affect all facets of the third language's fluency and proficiency by the same characteristics.

The research of the Basque Country and Catalonia (*Cenoz, 1991; Lasagabaster, 1997, et al.*) scrutinized the acquisition of English as the third language by bilingual learners, who are speaking in Spanish and Catalan. Sanz (*Sanz, 2000*) shows the outcomes of the study referring to bilinguals and monolinguals. 124 Catalan-teaching children were an experts in Spanish, and the monolingual members were scattered from a various areas of Spain far from Catalonia. The participants completed grammar and vocabulary tests in English. Also different factors like general intelligence, disclosure, motivation and political status were under control. The results stated that bilinguals got higher scores in the English tests.

Table 1

Patterns of home bilingualism

Type 1	One person, one language
Type 2	Recessive home language/the first language, one environment
Type 3	Nondominant language at home without receiving any popularity
Type 4	Double nondominant home language without community support
Type 5	Non native parents
Type 6	Mixed languages

3. Conclusions

After considering the concept of bilingualism, which includes different terms, like types of bilingualism; how it is widespread in our society; the third language acquisition and its role of bilingualism; the patterns of home bilingualism, which is a common thing nowadays; bilingual education and an advantages or disadvantages of bilingualism, we can surely say that this topic will never exhaust itself because of its complicated tasks to explore and different researches to do. Bilingualism is an important thing not only in our lives, but also in education, which guarantees a more flexible cooperation and interaction in different subject fields. Now we can say confidently that bilingualism can be different, as you can see from a lots of types, it depends upon the peculiar domains, which a human being use, the factors, which cause the bilingualism, such as immigration. Bilingualism can be both an advantage or disadvantage, but the crucial advantage of it is a flexibility of thinking and acquiring the third or more languages. Bilingual education integrates all four skills in using the language for learners, and also it enables the language exchange between countries, which proclaims the principal impact on our lives and society.

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METHODS OF FORMING THE METHODOLOGICAL COMPETENCE OF FUTURE TEACHERS OF ART SCHOOL IN THE SOLO SINGING CLASSES

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Summary

The article proposes methods of forming methodical competence of future art school teachers. These methods are part of the methodical model developed by the author. We analyzed the scientific literature on the issues of professional training of students of higher art education institutions. It has been established that scientists have not previously made a thorough approach to the definition of an innovative methodical system for the formation of methodical competence of future art school teachers in solo singing classes. The purpose of the article is to determine the methods of forming the methodical competence of future art school teachers in solo singing classes. The research methodology involves the use of theoretical research methods, such as analysis, synthesis, comparison, abstraction, and generalization of scientific thought. The article discusses the interpretation of the key concepts of "method" and "methods of art education". We present criteria and indicators of the formation of methodical competence of future art school teachers. We have identified the stages of formation of methodical competence of future art school teachers, according to which we have developed and proposed blocks of methods: personal and motivational methods, research and creative, analytical and technological, reflective and constructive. It has been found that the results of the implementation of the methodology for the formation of methodical competence of future art school teachers in solo singing classes in the educational process of professional training of university students require scientific substantiation.

Key words: art education, professional training, vocal training, methodical competence, methodical system, methods of art education, future art school teachers, future music teachers.

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Introduction

One of the main tasks of higher art education in Ukraine in the professional training of future art school teachers is the formation of methodical competence as one of the key special (subject) competencies that are necessary for successful professional vocal teaching activities. A highly artistic performance of a piece of music by a teacher promotes a deep interest in music among art school students, develops their artistic and aesthetic taste, and enriches their artistic values. However, the most significant influence on the formation of students' vocal-technical and vocal-performance skills is the methodical awareness of the art school teacher, his methodical creativity, methodical experience, methodical literacy, methodical culture, which are part of the methodical competence that covers various areas of the teacher's methodical activity. Therefore, it is important to study innovative methods of effective vocal and methodical training of future art school teachers, in particular, methods of forming methodical competence.

The purpose of the article is to determine the methods of forming the methodical competence of future art school teachers in solo singing classes. Research tasks:

1. Describe the key concepts of "method", "methods of artistic teaching".
2. Summarize the existing methods of art teaching.
3. To highlight the criteria and indicators of the formation of methodical competence of future art school teachers.
4. To determine the stages of formation of methodical competence of future art school teachers.
5. To propose methods of forming the methodical competence of future art school teachers in solo singing classes.

The methodical basis of the study is the theoretical research methods: analysis, synthesis, comparison, abstraction, generalization of pedagogical literature on art education and vocal training of students in higher education.

2. Methods of art education

We consider the methodical activity of art school teachers and the preparation of future teachers for it, the formation of their methodical competence in solo singing classes on the basis of scientific provisions of vocal training of future music teachers, which is more thoroughly described in the scientific pedagogical literature. The basis of vocal and methodical training is the pedagogical and artistic scientific ideas of domestic researchers on vocal pedagogy: V. Antoniuk, L. Vasylenko, M. Zhyzhkovych, Y. Kushka, M. Mykysha, N. Mozhaykina, N. Ovcharenko, O. Stakhovych and others.

The key concept in the process of researching the problems of forming the v competence of future art school teachers is "method". Modern scholars have different approaches to interpreting this concept. We are impressed by the idea that "a method is a way of achieving a goal". The method is viewed in two aspects: as an objective reflection of reality and its interrelationships, and as a subjective tool of the researcher's thinking, reflecting his personal ways of thinking (*Antoniuk and others, 2015, p. 39*). More specific and at the same time complex is the multiple concept of "methods of artistic education," which refers to the comprehension of reality through various types of art: music, choreography, theater, and visual arts. The interpretation of this concept was proposed by Ukrainian researcher H. Padalka, who says that it is "an orderly way of interconnected activities of teachers and students aimed at solving artistic and educational problems" (*Padalka, 2008, p. 177*). We agree with the researcher, because the basis of the process of artistic learning is the construction of personality-oriented "subject-subject" relations.

In the scientific and pedagogical literature, there are many classifications of teaching methods based on various features. We are impressed by the position of G. Padalka, who distinguishes between teaching methods according to the source of transmission and the nature of perception (verbal, visual or demonstrative-figurative, practical or artistic-creative methods), by the nature of artistic activity (imitative, reproductive, interpretive, creative), by the nature of tasks according to the stages of learning (familiarization, elaboration, creation of an artistic image), by the nature of tasks according to the personal and artistic properties of the student (stimulation and activation of artistic educational activity, prolonged artistic training, regulation of volitional efforts) (*Padalka, 2008*).

The effectiveness of the process of forming the methodical competence of future art school teachers in solo singing classes is interconnected and interdependent on the effective vocal and performance training of students. In the course of researching the problem of vocal training of future music teachers, Ukrainian scientist N. Ovcharenko identified the structural components of vocal performance: motivational and semantic component, vocal and technical,

artistic and semantic, and transformational and stage components. The researcher names the forms of vocal and performance activities of students: classroom forms (individual lessons, final control), extracurricular forms (consultation, rehearsal, concert, competition and festival, master class, creative project, etc.) The scientist offers interesting types of individual lessons: rehearsal lesson, concert lesson, control lesson, open lesson, master class. Special attention is paid to the description of concert forms: concert-lecture, concert of cross-cutting development, continuous sound, combined, individual concert performances, staging a play or its concert performance (*Ovcharenko, 2018*).

An equally important component of the professional training of future art school teachers, which has an impact on the formation of methodical competence, is the artistic and communicative culture of students. Investigating the problem of forming the artistic and communicative culture of the future music teacher, A. Zaitseva defines the components of the methodical system, namely: the target component (definition of the goal and objectives), theoretical (approaches and principles of the formation of the phenomenon), content (educational and methodical support), procedural and methodical component (educational and rating block, that is, a set of methods and techniques aimed at forming the components of artistic and communicative culture, which are distributed by years of study). The first block includes interactive forms and methods of work: communication exercises, discussions, simulation game technologies, etc. The second block includes integrative methods of simulation and game and problem-situation modeling. The third block included methods of online dialogue, trainings on emotional intelligence and interaction success, self-diagnostic methods, image training methods, art project, "conference of creative ideas," media presentations, etc (*Zaitseva, 2018, p. 17-20*). We can state that the scientist A. Zaitseva in the proposed methodical system uses modern non-traditional methods and techniques of involving students in active interaction in the classroom, enriching the experience of communicating with art through the creation of a creative environment, through a step-by-step process of forming artistic and communicative culture. We are impressed by such a thorough approach to building a methodical system of professional training of future music teachers, including effective modern educational technologies aimed at forming an important professional and personal quality of a teacher as an artistic and communicative culture.

H. Bilova, studying the formation of artistic and communicative competence of future teachers of choirmasters, defines the following methods: "a method of dialogue between the composer – performers – listeners; a method of conductor communication; a method of immersion in the content of musical activity; a method of choral theatricalization; a method of situation modeling" (*Bilova, 2022, p. 5*). In the process of forming methodical competence, we can distinguish the method of dialogue, which demonstrates the cross-cutting interaction between teacher – accompanist – student in a solo singing class.

One of the important components of a teacher's methodical competence is professional mobility, the formation of which is facilitated by methodical literacy. Taking into account the activities of a music teacher, scholar V. Fomin notes that professional competence is realized in the following areas of music and pedagogical activity: concert and performance, research, design, cultural and educational. He emphasizes the importance of establishing and adjusting interdisciplinary connections in the training of future specialists, because the level of methodical support of the educational process directly affects the informativeness and integration of educational modules. He notes that teaching methods should be variable, universal and should have educational and methodical support (*Fomin & Litvintseva, 2019*).

3. Methodical model of methodical competence formation

In order to develop the methodical competence of future art school teachers in the solo singing classes, we propose a methodical model that includes:

- structural components of the studied phenomenon,
- pedagogical conditions, the implementation of which has a direct impact on the effectiveness of the developed methodical system,
- criteria, indicators and levels of methodical competence,
- a system of methods, techniques and forms of teaching.

In accordance with the structural components, we have developed criteria and indicators of the formation of methodical competence of future art school teachers. The first motivational-value criterion is characterized by the following indicators: the level of manifestation of internal motivation to master methodical competence; the degree of awareness of the value of methodical competence as an end in itself; the degree of awareness of the value of methodical competence as a means to achieve the goal.

The second informational and innovative criterion is characterized by the following indicators: the level of formation of the ability to effectively master new methodical knowledge and skills in the field of vocal pedagogy; the degree of formation of the ability to create new methodical ideas, methodical systems of vocal training; the degree of formation of the ability to introduce innovative methods and techniques of practical activity to solve the problems of vocal pedagogy.

The third cognitive-operational criterion includes the following indicators: the level of understanding of the specifics of vocal training, characteristics and needs of participants in the educational process; the degree of independent, critical, original, prognostic thinking, abstraction and self-control in the process of vocal training; the degree of ability to use effective means and methods of vocal training, to effectively interact with all participants in the educational process.

The fourth performance and correctional criterion is characterized by the following indicators: the level of formation of the ability to evaluate and analyze one's own methodical activities and the results of the educational process; the degree of formation of the ability to self-development and self-improvement, continuous development of methodical competence; the degree of formation of the ability to adjust the selected methods of influence in the process of vocal training to achieve the goal.

The methodical system is recommended to be implemented in four stages: personally motivating, research and creative, analytical and technological, and reflective and constructive. At the first stage, pedagogical influence is organized taking into account individual needs and characteristics of students. It is important to identify aptitudes for vocal and pedagogical activities, to encourage the development of vocal and methodical abilities. At this stage, the first pedagogical condition is realized: "actualization of the methodical experience of future art school teachers with the variable use of methods and forms of vocal training" (*Protsyshyna, 2022, p. 52-53*). Through the introduction of personally motivating methods, the level of motivation of students for educational, vocal, performing and methodical activities is increased, and personal, cultural, aesthetic and professional values are enriched. These methods include the method of productive failures, the method of indirect management, the method of "Breaking the stereotype", the method of "Professional Development Journal", and the method of "Virtual Museum".

At the second research and creative stage, students are involved in scientific, creative, and methodical activities, and become familiar with innovative vocal techniques and pedagogical technologies. An important factor in the formation of the information and innovation component is the

implementation of the second pedagogical condition: "the organization of a scientific and creative environment that will ensure the maximum realization of the creative and methodical potential of students" (*Protsyshyna, 2022, p. 52-53*). The implementation of research and creative methods expands the range of professional competencies of future art school teachers, enriches special, subject knowledge, and improves vocal and performance, vocal and methodical skills. At the second stage, a block of research and creative methods is used: problem-based learning methods, heuristic questioning, empirical learning, synectics, and learning visualization methods.

At the third analytical and technological stage, the purpose of pedagogical influence and interaction between teacher and student is to develop critical thinking in students, to find effective means of creative interaction of students in a team, and to expand vocal and methodical experience. A necessary condition is the realization of the third pedagogical condition: "Creation of didactic support for the discipline "Solo Singing" with the implementation of interdisciplinary connections" (*Protsyshina, 2022, pp. 52-53*). In order to form the cognitive-operational component, we propose the use of analytical and technological methods, which include: the STEM-projects method, the Feedback method, the Edukant method, the inversion method, and the Depth of Knowledge method by Norman Webb.

The last, fourth, reflective and constructive stage uses teaching methods aimed at developing students' analytical thinking and vocal and pedagogical reflection – analyzing their own vocal and methodical maturity and readiness for professional teaching. At this stage, the fourth pedagogical condition is realized: "Using educational monitoring as a way of self-controlling the dynamics of methodical competence formation" (*Protsyshina, 2022, pp. 52-53*). Of course, an important place is given not only to self-analysis, but also to constant monitoring by the teacher. However, for a successful future professional activity of both a vocal artist and a vocal teacher, it is important to learn how to control your vocal apparatus, as well as to know and be able to tune it for proper operation, to know and be able to get rid of vocal shortcomings, to take care of vocal health on a daily basis, which affects vocal longevity and well-being. To this end, we propose to use adapted EduSCRUM methods, the method of mutual evaluation, the Socratic questioning method, the Fishbone method of critical thinking, and the method of consolidating and analyzing the knowledge gained by Benjamin Bloom.

4. Conclusions

Thus, we have provided an interpretation of the key concepts of "method" as a way of achieving a goal, "methods of art education" as orderly ways of interaction between teachers and students. The existing methods of art education are summarized and classified according to the method of perception, type of artistic activity, nature of tasks, taking into account the stages of learning and individual characteristics of the student. The criteria for the formation of methodical competence of future art school teachers are outlined in accordance with the structural components: motivational and value, information and innovation, cognitive and operational, and result and correction. We have identified indicators of formation that characterize each of the criteria. The study identifies the stages of formation of methodical competence of future art school teachers: personal-motivational, research and creative, analytical and technological, reflective and constructive. We propose a methodology for the formation of methodical competence of future art school teachers in solo singing classes, which is subordinated to the stages of experimental work.

Further research and analysis are needed on the results of implementing the methodology of forming the methodical competence of future art school teachers in solo singing classes in the educational process of professional training of students in higher art education institutions.

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DIFFICULTIES IN CONDUCTING LISTENING COMPREHENSION IN MODERN ENGLISH LANGUAGE

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Summary

This article highlights the difficulties arising when conducting listening comprehension in modern English language teaching methodology. The article analyzes in detail the main difficulties students face during the language learning process, especially when acquiring auditory skills. The results of the analysis suggest that the mastery of such a language activity as listening comprehension allows a person to understand clearly what is being communicated to them and to respond adequately to what is said, helps correctly present their response to the opponent, which account for the dialogic speech basis. In order not to make the language learning process successful and fruitful, both educators and students should be able to identify, realize, analyze and overcome the obstacles encountered in the process of teaching and mastering listening comprehension.

Key words: English, auditory skills, methodology, language activity, obstacles.

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1. Introduction

The English language is one of the most popular and requested languages all over the world. This language is necessary for anyone aware that without the knowledge of English nothing can be achieved in the modern world. In recent years, psychologists, psycholinguists and methodologists have been paying more and more attention to the problem of listening comprehension (*Bihych, 2006; Nikolaieva, 1999; Roman, 2009; Koestler, 1964; Sperber, 1995*). Listening is a powerful means of teaching English. This type of speech activity allows mastering the sound side of the language studied, its phonemic component and intonation. Through listening comprehension comes an active acquisition of the lexical composition and its grammatical structure.

Listening is the foundation of communication and it forms the mastery of oral interaction. It consists of the ability to distinguish sounds perceived, integrate them into semantic complexes, hold them in memory while listening, make probabilistic predictions and, depending on the communicative situation, understand the auditory target perceived.

Despite the fact that the problem of listening comprehension has already been considered (*Nikolaieva, 1999: 117-142*), it is still one of the most relevant issues in modern English language teaching methodology, since no speech communication is possible without listening, as it represents a bilateral process.

The relevance of this study lies in the necessity of identifying the difficulties arising when conducting listening comprehension in the modern English language teaching methodology.

The object of the study is listening comprehension as a leading method of teaching students a foreign language in modern methodology.

The subject of the research is not only the listening process itself, but also the difficulties encountered in carrying out this kind of speech activity.

The aim of the article is to reveal the main difficulties arising when conducting listening comprehension in modern methods of teaching English.

The research is based on the textbooks on the methodology of teaching foreign languages.

2. Listening as a basic communicative activity

Listening is considered in relation to application to academic work at foreign language classes as understanding foreign language speech by ear while it is being spoken. It implies understanding a speaker's accent, grammatical structures and vocabulary possessed (a lecturer, teacher or native speaker). The problem of teaching authentic speech listening comprehension is one of the most important teaching foreign language communication aspects.

Listening, as a part of oral communicative activity, is used in any oral communication depending on productive, social, or personal needs, being a powerful means of teaching a foreign language. Listening helps students master the aural aspect of the target language, its phonemic structure and intonation, and facilitates speaking, reading, and writing. If a student understands audio speech, it is easier for them to understand graphic speech as well, that is to change what they see into what it should sound like.

3. The main difficulties arising when conducting listening comprehension

Hence, listening is the only kind of speech activity in which nothing depends on the person performing it. A listener, unlike a reader, writer or speaker, is powerless to change anything in the activity being performed, to facilitate it, to adapt it to their abilities and thereby create favorable conditions for receiving information. Since the main goal of teaching is to prepare the learner for speech communication in natural conditions, the learning process will only be purposeful and effective when the learner has met the difficulties of natural speech and learned how to overcome them. Speaking about the difficulties arising in the learning of listening, we are referring, first of all, to those difficulties that arise in the perception of foreign speech aurally. When listening to foreign speech, many things may make the process challenging: the content of the speech; the choice of linguistic means used by the speaker; the tempo which the speaker uses; the specifics of the speaker's speech: elision, that is strong reduction or "swallowing" of certain sounds; lack of speech clarity; the pitch of the speaker's voice, volume, etc. These difficulties are categorized as follows:

- 1) difficulties related to the nature of the linguistic material;
- 2) difficulties regarding semantic content;
- 3) difficulties involving linguistic forms of the message;
- 4) difficulties concerning the sources of information;
- 5) difficulties considering the conditions of message presentation;
- 6) difficulties regarding the mastery of sociolinguistic and sociocultural competence.

We suggest considering all aforementioned groups of difficulties arising when conducting listening comprehension in modern English language teaching methodology.

The first group includes difficulties determined by the nature of the linguistic material. These complexities can be divided into phonetic, lexical and grammatical ones.

Phonetic difficulties can be both common to all foreign languages and specific to individual languages. A common difficulty is the absence of a clear boundary between sounds in a word and between words in a sentence. Here we distinguish two aspects of hearing: a phonematic (the perception of specific language phenomena at the level of words and structures) and speech, which includes the process of recognition of the whole in context (it should be noted that when teaching listening to authentic materials it is necessary to develop mainly the speech auditory skills). The next difficulty is the rhythmic and melodic pattern of the English language. For example, a sentence in English always begins with a falling pitch, and at the end it either falls or rises, only then it becomes clear what kind of sentence it is: an interrogative, exclamatory, or affirmative one. A particular challenge for a Ukrainian learner lies in the fact that in foreign languages such qualities of sound as length and shortness, openness and closeness have a distinctive meaning. In Ukrainian, these qualities are not differentiators of phonemes, but rather the shades of the same form. In addition, the incomplete style of pronunciation, which is typical for a spoken language, causes considerable difficulties in perceiving oral speech, as the same words sometimes acquire different meanings.

Lexical difficulties include the presence of homonyms and homophones in English; words similar in sound, especially paronyms; words expressing paired concepts; words with the same compatibility. It is the presence of many unfamiliar words that students point to as the main reason for not understanding the text. The greatest difficulty in the perception of foreign language speech is that the linguistic form is an unreliable support for semantic prediction, because student's attention is focused on it, so it is necessary to develop students' ability to take information despite facing unfamiliar language phenomena by its filtering, selection and rough interpretation. Students must be specially trained to understand speech containing unknown vocabulary by ear. Unrecognized or misrecognized parts of a speech message (words, collocations, phrases) are reconstructed by students through the action of probabilistic prediction (the ability to assume new patterns in relying on already known ones), therefore it is necessary to achieve prediction of an utterance meaning when the form and content become a complete entity.

Grammatical difficulties involve a number of complications associated primarily with the occurrence of grammatical forms that are not typical of the Ukrainian language. While perceiving a phrase, the student must decompose it into separate elements, that is to identify informative features of the phrase, which are physically expressed by the corresponding speech qualities. There are three physically expressed speech attributes: intonation, pauses and logical accent.

In the field of grammar, great difficulty in understanding English speech arises from the fact that in the vast majority of cases the connection between words is established by means of various function words, which have no independent lexical meaning. Students not only have to get used to the new way of linking words, but they also should be able to catch the function words and correctly relate them to other words in a sentence. They must learn to do this rapidly, since their inability to slow down or speed up the pace of the speaker's speech. However, it is quite hard to recognize function words when listening to a spoken language, because they are often in the voiceless position and therefore can merge with other words (*give her hat*). In addition, weak forms of function words (*you've, he's*) are used mainly in oral speech. Recognition of function words by hearing is also confusing due to the fact that many function words can also be notional (the verbs *to be, to have*). It is worth noting that a number of function words, being different parts of speech, coincide in form, but their meanings may both be similar (the adverb *off* and preposition *of*), and sometimes even opposite (the adverb *off*, preposition *off* and

postposition *off* in some phrasal verbs like *to put off*). A great challenge is to understand formative suffixes and inflexions in English by ear characterized by homonymy and polysemy (-s as a suffix of plural nouns, the possessive case of nouns, and the third person ending of singular verbs in the Present Indefinite Tense). It should also be mentioned that some parts of speech in English are not as clear-cut as in Ukrainian, which also creates additional difficulties in the understanding of English speech by students. Moreover, the stylistic features of oral speech also complicate listening comprehension. These features are the indirect word order or “inversion”, disjunctive subordination (*he told us he would come*), the presence of elliptic sentences, the use of special constructions typical for a spoken language etc.

The second group of difficulties related to the semantic content depends primarily on students' interest in understanding the information perceived. Experimental results show that students are more likely to understand and remember difficult but meaningful texts rather than easy but primitive ones. Descriptive texts are usually less interesting and emotional, so when listening to these texts the description is often detailed, thus complicating them even more. A long narrative text attracts attention more easily and arouses a desire to understand what is being heard. When grasping such a text, the separate parts do not have the significance unlike listening to a descriptive text. There tends to be a certain perceptual focus which helps to overcome possible comprehension barriers. Difficulties in understanding the content can also be caused by the peculiarities of a text composition. The presence of multiple storylines splits a listener's attention and retards comprehension. It is necessary to aim at introducing texts with simpler context containing more key information and fewer redundant elements.

The third group of difficulties, connected with the linguistic form of the message, arises for two reasons: a) due to the linguistic material contained in the message, and b) due to the presence of familiar linguistic material in the message, which is difficult to perceive by ear (*Nikolaieva, 1999*). Length of sentences is another issue to be considered. The capacity of short-term memory, in which a phrase is stored up to its end, is known to be limited. In case the length of a sentence exceeds any memory capacity, a listener forgets the beginning of a phrase and therefore cannot interpret its meaning. It has also been proven that students who have not yet mastered the foreign language possess much smaller memory capacity. Therefore, at the beginning of training the length of the utterance should not exceed five or six words. It should also be noted that not only the length of the phrase affects its retention in memory, but also its depth. Thus, simple sentences are easier to remember, complex sentences vice versa. For this reason, short simple sentences with object and adverbial clauses should be predominantly used first. Then it is necessary to gradually increase the number of sentences and diversify their types.

The fourth group of difficulties concerns information sources. It includes audiovisual and auditory sources of information. Audiovisual sources comprise all kinds of visuals accompanied by the teacher's narration, filmstrips and motion pictures dubbing etc. Auditory sources include gramophone recordings, phono recordings, and radio broadcasts. Obviously, it is easier to perceive speech from audiovisual sources than from auditory ones. For methodological purposes, it is important to distinguish between suggested or pictorial visuals as well as speakers' gestures and facial expressions, which, while not revealing content, convey speakers' emotional attitude toward the utterance. Observing a speaker's articulation connects the auditory sense and makes the perception of sounding speech clearer and more accurate. Auditory sources of information are most intricate, as they do not contain any visual support. In addition, the role of auditory sources in the learning process should not be underestimated. They compensate for the lack of a language environment by providing the opportunity to listen to speakers' native speech. Recorded speech has an exemplary and unchanging sound. These qualities of sound

recordings contribute to the formation of correct acoustic-articulatory images of words, which is highly important for listening comprehension (*Nikolaieva, 2008*).

The fifth group of difficulties is associated with the conditions of a message presentation. In this case, the correct pace of speech messages is of great importance. It determines not only the speed and accuracy of understanding the messages conveyed, but also the efficiency of memorization. There exists a maximum speed of verbal messages presentation, an increase or reduction of which leads to a drastic decrease either in activity or in the level of understanding (or both), fatigue and an emotional tone decline. If the speed is exceeded, comprehension is hampered by an increase in reduction of sounds, a decrease in pauses between syntagms, and a lack of time for the meaning interpretation. If the speed is too slow, the phase of perception is extended, making it difficult to integrate the meanings of separate units. Thus, a medium speed of speech is considered to be the most acceptable in the process of communication.

The sixth group of difficulties involves mastering sociolinguistic and sociocultural competences. Sociolinguistic competence means knowledge of language usage norms in different situations and being able to apply situational expression variants of the same communicative intention, respectively, the listener should know these variants and understand the reasons for using one of them in the context of a particular communication situation.

Sociocultural competence implies knowledge of the rules and social behavior norms of native speakers, including traditions, history, culture and social system of the country of the language being studied.

Consequently, a learner must have the ability to perceive and understand an oral text from the perspective of intercultural communication, for which they need some background knowledge. Only being aware of peculiarities of a certain mentality, a listener can correctly interpret a native speaker's verbal and non-verbal behavior. Lack of knowledge of the language usage norms in accordance with the situation, the inability to use the situational variants of the same intentionexpression, ignorance of the rules and social norms of native speakers' behaviour, traditions, history and culture might hinder the interpretation of a partner's verbal behavior and understanding of the information perceived by ear.

4. Conclusions

Listening comprehension is the basis of communication initiating acquisition of oral communication. Listening mastery allows a person to understand what is reported to them and to react appropriately to what is said, helps properly present an answer to the interlocutor, which forms the basis of dialogic discourse. In this case, listening cultivates the culture of speech: one should listen to the partner carefully and always to the end, and this is important not only when speaking a foreign language, but also when communicating in your native one. Listening is also of paramount importance when learning sounds, it is vital that the students catch the sound clearly, and with the teacher's support, be able to reproduce it. Here they must detect the difference between how the teacher pronounces it and their own pronunciation; the teacher must demand that they pronounce the sound more correctly, as close as possible to the original pronunciation, and then make corrections immediately after the sound reproduction, if need be. Incorrect pronunciation leads to misunderstanding the meaning of what is said. The role of listening comprehension in teaching a foreign language should not be underestimated. However, like the role of other types of speech activity, it is impossible to separate listening from speaking, writing, or reading. Communicative features of listening as a type of speech activity have a dominant role at all stages of teaching a foreign language and constantly growing requirements

for the level of foreign language proficiency demand from a modern teacher the obligatory inclusion of listening tasks during the educational process.

Thus, listening comprehension is a highly complex type of speech activity that embraces a large number of difficulties (difficulties related to the nature of the linguistic material, semantic content, linguistic forms of the message, the sources of information, the conditions of message presentation, the mastery of sociolinguistic and sociocultural competence). Listening comprehension teaching is aimed specifically at overcoming these difficulties.

The perspectives of further research will include the study and analysis of psychophysiological mechanisms of listening comprehension (perception, recognition, understanding and interpretation).

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LEARNING CULTURES AND FOREIGN LANGUAGES WITH DIGITAL TOOLS

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Summary

The main difficulties faced by newcomers to various countries as well as language learners who want to expand their international ties, are the lack of knowledge of the language and culture of a host country. However, today cultural components in modern foreign language courses are often represented in a chaotic and scant manner that contributes to the poor adaptation of some newcomers to cultural values of other countries. With all the diversity of languages and cultures the English language is considered the global language of communication, interaction, teaching, learning, and research. In the paper we describe an approach to selection of the elements of culture to be included in the programmes for learning English, analyze the potential of using the mother tongue in teaching a foreign language and offer a technology of learning languages and cultures with the use of such a modern digital tool as audiovisual translation. As an alternative, we use a parallel translation into the learner's mother tongue that appears to be an effective way to ensure the comprehensibility of the input. The method of voiced parallel translation, where students receive a bilingual script, as well as video and audio recordings of new words and texts for self-study outside of the classroom is described. This approach can be seen as a component of adaptive learning, which has a great potential for autonomy and personalization in language training.

Key words: studying English, culture-related online course, audiovisual translation.

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1. Introduction

In the past few years, the topic of migration to Europe and other developed regions of the world has become especially acute on the background of the war in Ukraine, the refugee crisis, the difficulties of adaption of newcomers to sociocultural conditions of a host country. In addition, in the context of globalization, more and more people are entering into intercultural relations.

In scientific debates on migration and international cooperation, a central place is often taken by cultural differences, which often become the cause of various conflict situations. As a rule, the attention is focused on finding the ways to overcome obstacles that hinder acculturation as a process of mutual influence of cultures, the perception of the other people's culture.

Berry (1997) pointed out four main forms of acculturation: 1) assimilation occurs when individuals adopt the cultural norms of a dominant or host culture; 2) separation is a rejection by an individual or a social group of another culture in favour of preserving their culture of origin; 3) integration occurs when individuals are able to adopt the cultural norms of the dominant or host culture while maintaining their culture of origin, it is an identification with both the old and the new culture that leads to, and is often synonymous with biculturalism; 4) marginalization occurs when individuals reject both their culture of origin and the dominant host culture.

Integration may be considered the most desirable result of acculturation and, hence, adaptation. In its broadest form, it can be regarded as the process of "immersion" of an individual or an ethnic group into a new culture, the gradual mastering of its norms, values, and patterns of behaviour. It begins for immigrants with the study of a foreign language – either of the country in which they arrive, or English, which has become a symbol of the globalized world.

The relationship between language and culture has become an axiom in the field of teaching foreign languages. In the global world it is already impossible to study culture of one country, in a multicultural society one must be ready to communicate with representatives of different cultures. And learning a foreign language can become a powerful practical tool of acculturation, though under the conditions that the process of learning cultures and languages is properly organized.

2. An approach to development of sociocultural competence

We believe that a carefully designed, culture-related educational programme designated for HEI students as well as immigrants, is required. Such a programme could guarantee a certain degree of universality of cultural knowledge and values, become a kind of a basic fund of objects and concepts that an "educated person" should acquire.

According to Hobsbawm (2013), it is extremely unlikely that in the 21st century the names of Beethoven, Picasso and Mona Lisa have disappeared from the list of generally available facts. Of course, this basic fund of "knowledge" will no longer be as regional as it was fifty years ago. Traveling to Machu Picchu, Angkor Wat, Isfahan and the South Indian palace cities will become the same part of education as trips to Venice and Florence.

However, today the cultural component in modern foreign language courses is not completely clear and very fragmented. Such courses certainly fulfill their function of forming the communicative competence of university students and other categories of learners, they teach grammar, vocabulary, form skills in four types of speech activity – speaking, reading, listening, and writing, but the cultural component is represented in them haphazardly and chaotically. Perhaps, this is to a certain extent the reason of poor adaptation of some immigrants to European values, as well as the reason of low erudition, poor worldview and morality of university students.

Communicative competence is known to include three components: linguistic competence, i.e. phonetic, lexical, grammar and spelling knowledge and corresponding skills; b) language competence, namely, skills in speaking, reading, listening comprehension and writing at the receptive and productive levels; c) sociocultural or cross-cultural competence, that is, the ability to interact with representatives of other cultures. Combination of these three components allows people to organize their activity adequately to the situation, and by means of the foreign language to solve the problems of communication and to reach mutual understanding between representatives of various cultures in various spheres of activity.

There is almost a complete coincidence of opinions among the foreign language methodologists on how to develop the first two components of communicative competence. Worldwide there is a great variety of text-books based on commonly acknowledged modern principles of teaching languages which cope more or less successfully with the task of forming these two components of communicative competence. But the issue of what should be considered sociocultural or cross-cultural competence and what this component should include remains open and is still being widely discussed all over the world, and so far various points of view at defining the content of sociocultural competence do not give the solution of the problem which could satisfy all.

Everybody understands that it is impossible to embrace the whole culture, but it is possible and necessary to single out a number of components, which will constitute the compulsory cultural basis for all learners.

To specify cultural components to be taught in a foreign language we should decide in the first place what the concept of “culture” means to us.

Despite multiple attempts and continuous efforts to define the term “culture,” researchers have not yet come up with a single agreed-upon definition (*Tang, 2006*), because culture is a “very broad concept embracing all aspects of human life” (*Seelye, 1993, p. 15*).

It is clear that culture as a complex and multi-faceted concept can hardly be assimilated by students to the fullest extent, so a sound selection of cultural elements that reflect the culture in its entire structural completeness is needed.

It seems appropriate to give here an interesting argument by Nietzsche (2004) about the macrocosm and microcosm of culture. The man creates a building of culture within himself, in which different forces and directions act. But such a building within one particular person should be similar to the structure of culture in all historical epochs. Over the first 30 years, the person learns a course at which the mankind has worked, perhaps, for thirty thousand years. Higher education assumes assimilation of numerous spheres and types of culture as a whole, and the method of studying culture can be considered as “climbing the summit”. Dozens of cultural spheres can be distinguished: seven wonders of the world, Egyptian painting, Sumerian mythology, the Babylonian epic, Confucianism, Taoism, Buddhism, Yoga, Christianity, Islam, Greek sculpture, architecture, drama, philosophy, European painting, music, science and technology, Russian icon painting and literature, etc.

It is here that we are challenged with the most difficult task of determining the content of cultural training in foreign languages in the light of humanistic traditions – to select from a large number of “summits” those that students can actually climb, at first, with the help of the teacher, and then they will continue climbing by their own.

To determine the elements of culture, we found it expedient to use a well-established presentation of human culture in the form of “three-dimensional space of culture” which is characterized by three subsystems: spiritual culture, social culture, technological culture (*White & Carneiro, 1949*).

Then we specified the structure of these subsystems and developed a list of topics including not only traditionally accepted sections of culture, but also those which in recent decades were associated with mass culture. As a result, this list of topics contained a significant volume of cultural knowledge, which could be taught to students in a foreign language.

In most cases technological culture is correlated with knowledge about: science as an area of human activity aimed at developing and systematizing the objective knowledge of reality; technology as the application of scientific knowledge to solve practical problems; spiritual culture includes such areas as fine arts, history, literature, music, religion, etc. We associate social culture in the first place with the sphere of communication, in which we distinguish every-day and cross-cultural communication as communication between representatives of various cultures.

To teach culture in all its variety we developed a special course, aimed at familiarizing the learners with the most important cultural achievements, from the primitive times to the present day, finding out some regularities of the world cultural process, the main stages of the cultural development of the human society, helping the learners to join the cultural treasury of the mankind.

In addition to mastering the material side of culture (fine arts, music, painting, literature, technological achievements), there is even more important aspect – spiritual culture. All the

world's disasters arise from the lack of morality and spirituality, which are the most difficult to form in young people – hence terrorism, violence, wars, crimes.

This re-conceptualized approach to culture shifted the focus of teaching culture to a study of underlying values, attitudes, and beliefs, rather than simply learning cultural products and practices. As pointed out by Morain (1997), second language (L2) learners experience little difficulty with understanding L2 cultural products and practices, however, they have trouble identifying and understanding cultural perspectives. As the author claims, the challenge with cultural perspectives lies in the fact that values, beliefs, and attitudes are intangible, and therefore cannot be easily introduced by a teacher. Textbooks also rarely contain any information on values, attitudes, and beliefs in L2 culture, making the teacher's task even more challenging.

3. Strengthening cultural adaptability via digital tools

One of the outcomes of our research was a developed culture-related digital course for teaching and learning English with the use of audiovisual translation. The course comprised thirty units that supported the formation of competences in various cultural spheres: history, politics, arts, cinema, music, religions, education, science, traditions and customs, etc., and was designed on the basis of a bilingual approach.

Attempts to justify the advantages of bilingualism in foreign language learning, that is, the use of a mother tongue (L1) along with the use of a foreign language (L2) in the process of foreign language training, have become quite popular in recent years.

The effectiveness of using only L2 in its teaching has not been confirmed by any research (Kerr, 2016). And although the policy of using only the language being studied in the educational process remains in force in many educational institutions around the world, the arguments in favour of it are at best unproven and at worst harmful and untenable (Turnbull & Dailey-O'Cain, 2009).

Butzkamm & Caldwell (2009), consistent defenders of the use of the mother tongue in foreign language teaching, insist on a radical rethinking of the methodology of teaching foreign languages using the mother tongue. Researchers believe that L1 should be used regularly, systematically and where it is appropriate. Teachers should have at their disposal a set of proven methods, both monolingual and bilingual, and decide for themselves which of them will serve the achievement of educational goals in each specific case.

In recent years, there are more and more works devoted to the positive role of L1 in the process of L2 acquisition (Krashen, 2004). As arguments in favour of using L1 in learning L2, researchers refer to the fact that language acquisition is possible only under the condition of comprehensible input information, without which full production of output information is impossible.

According to Krashen's "input hypothesis", students acquire language better when they understand language input that is not much higher than their current level. Krashen called this input level "i+1", where "i" meant the input language material and "+1" is the next level of language acquisition.

Psycholinguistic studies show that L1 and L2 are in a state of permanent interaction with each other, and the native language necessarily takes part in the formation and formulation of thoughts in a foreign language. This is called language coactivation (Rankin, Grosso, & Reiterev, 2016). The parallel activation of the native language and the one being studied explains numerous facts of the influence of the two language systems on each other, and the transition from one language to another is called translanguaging.

Practice proves that an effective way to ensure input comprehensibility is parallel translation into the student's native language. Parallel translation is a translation placed on the same

page as a foreign language original, thanks to which the information in both languages is visually accessible at the same time.

One of the approaches to L2 learning is the use of parallel texts, where a foreign language text is placed parallel to the text in L1. In linguistics, it is called a bitext, and large arrays of parallel texts are called parallel corpora.

This approach, an example of which can be found on the YouTube platform (<https://www.youtube.com/channel/UCF9gPDPSDh0djwmvv8ZyU6A/>), is being actively used by the teachers of the department of foreign languages at Kharkiv National Automobile and Highway University in distance learning and has proven its effectiveness.

We developed our own videos for mastering culture-related vocabulary and content. Students could work with the videos at a pace convenient for them, listen to them as many times as they needed in order to feel confident during the lesson. In class, students performed communicative tasks based on a self-studied material and were ready for a discussion on various problems of an applied and evaluative nature.

With this approach learners are able to listen to the videos as many times as they want, and in the pauses made by the recorded speaker, repeat words and phrases as many times as they need. When students adequately process the basic situation, they are ready to move away from it and use the knowledge gained to solve problem and creative tasks (*Butzkamm & Caldwell, 2009*). The more often a language element is repeated, the more it is fixed in the memory and linguistic experience of students. In the context of learning, consolidation is equivalent to practice.

One of the postulates of the theory of skill-building and modern cognitive-functional linguistics is that regardless of the method being used, learning a language requires considerable practice, diligence, and time. In other words, "... the amount of material you learn depends on the amount of your practice" (*Baddeley, 1986*).

The training course was developed in accordance with the requirements of the Bologna Process and National Qualifications Framework and included open access to theoretical, practical and e-learning components. The course combined various modern types of educational activities such as discussions, round tables, practical work on joint projects, case studies, simulation games, team work etc. The curriculum for learning English was modernized due to including more culture-related elements into the educational process.

In our opinion, the biggest advantage of this approach is that students get used to self-directedness in their studies, are responsible for organizing their own learning, thus becoming completely autonomous and independent of external conditions. In modern literature, this is called adaptive learning, the popularity of which is growing in connection with the development of information and communication technologies. The purpose of adaptive technology is to teach students to acquire knowledge independently, to facilitate online learning that is becoming personalized according to the needs of each individual student. Personalized learning is at the core of educational programmes around the world and is one of the greatest educational challenges of the 21st century (*Trilling & Fadel, 2009*).

4. Conclusions

This research proposed the following innovative elements: the integrated learning of a language and culture where culture was taken as the totality of thoroughly selected scientifically grounded cultural components vs chaotic representation of cultures in many resources for teaching languages; utilising the advanced learning technologies within a digital environment;

due to the online platform learners outside educational institutions were able to enhance their language proficiency in the wide cultural context.

The culture-related online course for learning English based on the proposed approach can be learnt not only by university students but by many other categories of learners due to its demanded and ever-lasting contents.

Culture-related events, both virtual and real, in the form of contests, intellectual games, quizzes, debates, round-tables, actions stimulating civic commitments among young people, artistic initiatives can be organized based on the content of the course. Modernized curricula including a more expanded sociocultural component can be used by teachers of foreign languages for the next generation of learners.

The proposed technology not only increases the level of language proficiency of university students, but, first and foremost, contributes to bringing up intellectually, culturally and multi-culturally developed citizens with deep awareness of ever-lasting values. The culture-related course can be used for unlimited time by unlimited number of foreign language learners due to its ever-lasting contents; modernized foreign language study curricula including wide cultural contexts can serve the purpose of improving cultural education of the following generations of students and immigrants who are interested in improving their foreign language and civic skills as well as adaptability to a new cultural environment.

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BLENDING LEARNING: A NECESSITY OR A PROSPECT DURING MARTIAL LAW IN UKRAINE

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Summary

In the article, the authors describe the introduction of blended learning into the educational process in Ukraine during martial law. The authors define the concept of "blended learning"; it is noted that in the process of blended learning, students spend part of their time in traditional classes with a teacher, and part of their time completing assignments online or at other times and remotely. The main risks that arise in the process of blended learning in higher education institutions in Ukraine are indicated. In the course of the study, a survey was conducted among students of higher education institutions located in different regions of Ukraine – at the State University of Intellectual Technologies and Communications and Uzhhorod National University.

The survey found that students of the State University of Intellectual Technologies and Communications experienced problems with the Internet; had limited access to computers, tablets, smartphones and problems with the organization of learning in the process of blended learning. It is worth noting that this university was in a zone of constant anxiety and shelling by the Russian Federation.

In turn, the students of Uzhhorod National University rated the educational process in the process of blended learning higher; relative problems were noted in the organization of learning, but according to the authors, this is not surprising, because blended learning requires students to be more independent and responsible for their learning, which is especially problematic during the war due to reduced motivation to learn, stress and reduced activity in learning.

Key words: blended learning, martial law, surveys, educational process, students, learning risks.

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1. Introduction

The development of digital technologies, cloud technologies, the COVID-19 pandemic, and the invasion of Ukraine by the Russian Federation in February 2022 have contributed to the rapid spread of digitalization in educational institutions and the transition to distance learning, and in some regions to blended learning. In the process of blended learning, students spend part of their time in traditional classes with a teacher, and part of their time completing assignments online or at other times and remotely. This approach allows students to work independently,

repeat and consolidate the material, and allows teachers to organize their time more efficiently and conduct more interactive classes. Today, students study in non-standard and special conditions for education. This is a challenge not only for students, educational institutions, but also for teachers, as stress and anxiety affect classroom performance, motivation, and the organization of the educational process in general. During the COVID-19 pandemic, researchers and teachers have already tested a number of educational platforms, teaching and testing methods, and quickly developed e-content and strategies to address the challenges faced in education, including virtualization, technological support, engagement, information sharing, assistance, integration, learning flexibility and diversification, monitoring, etc. (*Karimianet et al., 2022*).

2. Analysis of publications and the purpose of the study

Different scholars view blended learning with both positive and negative aspects, but today there is no clear definition of what blended learning is. The very first to use the term "blended learning" were researchers C. Bonk and C. Graham, who in their work "Handbook of Blended Learning: Global Perspectives, Models" were among the first to identify and characterize different models of blended learning, each of which has its own specifics, revealing their essence and experience of practical application (*Graham, 2006*). O. Spirin notes that blended learning is "a combination of face-to-face and online learning that allows teachers to use the technological advantages offered by the academic cloud to achieve learning goals (*Spirin, 2019*).

K. Bugaychuk notes that blended learning is "a purposeful process of acquiring knowledge, skills and abilities carried out by educational institutions of various types within the framework of formal education, part of which is implemented remotely with the help of information and communication technologies and technical learning tools used to store and deliver educational material, implement control measures, organize interaction between the subjects of the educational process (consultations, discussions)" (*Bugaychuk, 2016*).

The use of blended learning for the organization of education in educational institutions can be found in the works of V. Bykov, T. Bodnenko, Y. Trius, A. Kvyatkovska, S. Semerikova, O. Spirin, L. Kartashova, V. Kukharenko, A. Stryuk, N. Morse.

3. Challenges in education during martial law in Ukraine

The new school year 2022/2023 started in Ukraine on September 1. In terms of organizing the educational process, this was one of the most difficult years for education in Ukraine, as it took place in a time of war. Educational institutions could choose different forms of classes in accordance with the recommendations of the Ministry of Education and Science of Ukraine. Due to the threat of shelling and numerous sirens, the frontline areas mostly chose distance or blended learning. At the same time, there were no uniform recommendations on how to organize the educational process after the air raid, as each region of Ukraine has a different security situation.

Blended learning improved the educational process during the war, as it allowed for online and classroom learning in areas where it was possible.

Blended learning, also known as hybrid learning, is a teaching method that combines the traditional classroom approach with the use of technology, including online tools and e-platforms. In blended learning, students spend part of their time in traditional classrooms with a teacher, and part of their time completing assignments online or at other times and remotely. This approach allows students to work independently, repeat and consolidate the material, and

allows teachers to organize their time more efficiently and conduct more interactive classes. The main reasons for the lack of systematic implementation of blended learning in higher education institutions are the lack of electronic content, clearly regulated standards, ready-made materials, and the lack of knowledge and skills to use ICTs efficiently, which is necessary for the development of relevant courses. Lack of sufficient awareness of the blended learning system and the desire to change the traditional system of education, lack of time to develop new courses and motivation to do so

Blended learning can include various formats of traditional and online classes, from lectures and seminars to virtual laboratories and online group projects. This approach is becoming increasingly popular in higher education and corporate training, as it allows for an effective combination of the benefits of traditional and online learning.

However, the use of blended learning in times of war may also require additional attention to cybersecurity and student data privacy. Successful implementation of blended learning in such an environment requires careful consideration of all possible risks and the use of appropriate technical measures to ensure the security of students, teachers, and their sensitive data.

4. Risks of blended learning during the war in Ukraine

In today's context, the organization of blended learning during war is an urgent problem, as there are many risks that can cause a real collapse in the educational system. Preparation of online learning in the context of military conflict, development of teachers' competencies, adequate planning of training by the administration, use and development of learning platforms – all of this together plays a huge role for the further effective functioning of a particular institution and education in general. It is estimated that 3.7 million children in Ukraine and abroad used online and distance learning options in the spring of 2022. New factors of influence on the educational process are emerging: air raids and the need to hide in shelters; the loss of some educational institutions of their material and technical base; the unstable psychological state of a person (both teachers and students) during the war (hostilities, missing, wounded, dead, etc.); evacuation of some students and teachers, mobilization of stakeholders (*Horyachok, 2023*).

After analyzing the works of scientists (*Chykurova, 2022*), we can identify the main risks that arise in the process of blended learning in higher education institutions in Ukraine:

Cybersecurity: In blended learning, it is important to ensure reliable cybersecurity as learning takes place online. Cyberattacks can lead to data loss, reduced security, and problems with data recovery for students and teachers.

Internet access: In areas where active hostilities are taking place, the Internet may be limited or unavailable. This can be a problem for students who need access to online materials and blended learning platforms.

Lack of material and technical resources: limited access to computers, tablets, smartphones; equipment in educational institutions that are necessary for the organization of the educational process in blended learning.

Problems with the organization of learning: blended learning requires students to be more independent and responsible for their learning. However, in regions and cities where there are active hostilities, this can be a problem due to reduced access to education, lack of a supportive environment, fear and stress experienced by students.

Lack of direct contact with the teacher: in blended learning, students spend less time with teachers and receive fewer direct answers to their questions.

5. Results of the study

In preparing this article, the authors used a research and descriptive methodology. The academic analytics approach was applied, as the purpose of the study was to discuss and analyze students' perceptions of blended learning during martial law in Ukraine.

In this article, a survey was conducted among students of higher education institutions located in different regions of Ukraine – in State University of Intellectual Technologies and Communications and Uzhhorod National University. A total of 110 respondents participated (60 respondents from the State University of Intellectual Technologies and Communications and 50 respondents from Uzhhorod National University).

Students had to assess the risks of blended learning according to the above on a 3-point scale:

Cybersecurity Cybersecurity (1 point – not provided at all, 2 points – relatively provided, 3 points – provided at a high level);

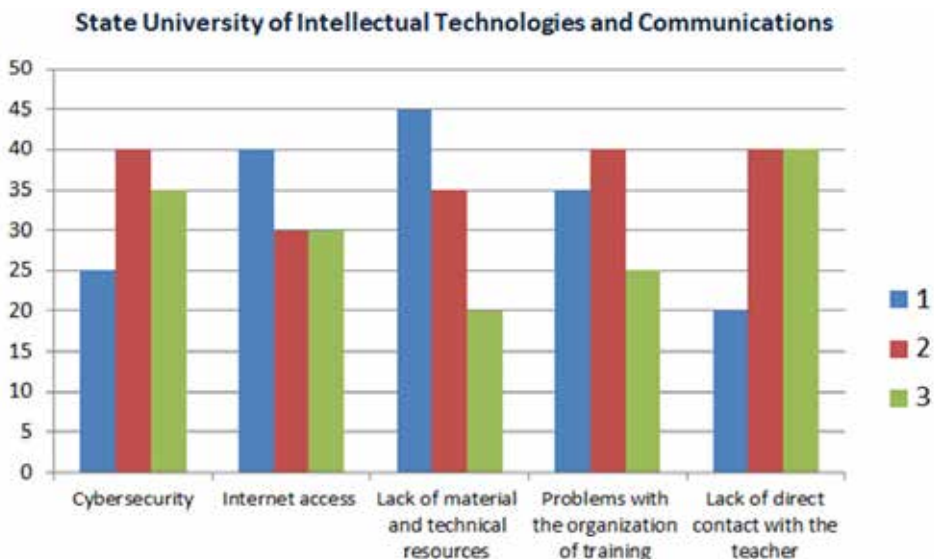
Internet access Internet access (1 point – no Internet at all, 2 points – periodic access, 3 points – high level access);

Lack of material and technical resources Lack of material and technical resources (1 point – no material and technical resources, 2 points – some material and technical resources, 3 points – fully provided with material and technical resources);

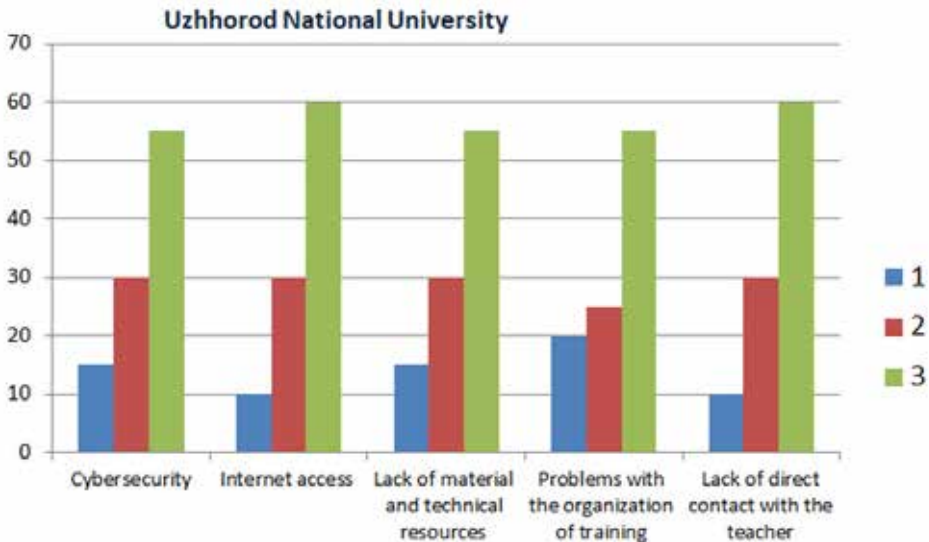
Problems with the organization of training Problems with the organization of training (1 point – there were problems, 2 points – there were periodic problems, 3 points – there were no problems);

Lack of direct contact with the teacher Lack of direct contact with the teacher (1 point – no contact, 2 points – teachers periodically contacted, 3 points – communication with the teacher at a high level).

The results of the survey of students of the State University of Intellectual Technologies are shown in Figure 1.



Picture 1. Results of the survey of students of the State University of Intellectual Technologies



Picture 2. Results of the survey of students of Uzhhorod National University

After analyzing the responses of respondents at the State University of Intelligent Technologies and Communications, it can be noted that the vast majority of students experienced problems with the Internet (40% of respondents rated 1 point and 30% rated 2 points); had limited access to computers, tablets, smartphones, equipment in educational institutions (45% rated 1 point and 35% rated 2 points) and had problems with the organization of learning in the process of blended learning. The results of the survey of students of Uzhhorod National University are shown in Figure 2.

After analyzing the responses of respondents at Uzhhorod National University, the authors noted that students rated the educational process in blended learning higher; relative problems were noted in the organization of learning (20% of students rated 1 point and 25% rated 2 points), but this is not surprising, because blended learning requires students to be more independent and responsible for their learning, which is especially problematic during the war. Students' motivation to learn decreases, they are stressed and less active in their studies.

Open-ended questions in the survey, where students could make comments and suggestions for the organization of the educational process with blended learning, showed that it was necessary to change teaching strategies under martial law. Teaching material should be presented using ICT, videos, and short but important information. Increase live communication with the teacher through various digital platforms.

6. Conclusions

The study showed that the introduction of martial law in Ukraine also affected the education sector. In the spring of 2022, all Ukrainian educational institutions switched to distance learning, except for military vocational education institutions, which continued blended learning (*Serhiienko, T., & Samoiloiva, 2022*), and the new academic year 2022/2023 allowed 60% of educational institutions to switch to blended learning (*Chykurova, 2022*).

During martial law in Ukraine, the organization of blended learning faced difficulties with access to the Internet due to the need to stay in shelters or obstacles in covering distances caused by the danger and hostilities. At the same time, respondents noted that blended learning helped them to feel the educational process, unlike distance learning at the beginning of the war.

This study can be useful for researchers and educators looking for effective learning strategies that support lifelong learning. Further research will be aimed at finding the best methods of teaching and assessing students in the process of blended learning.

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TASKS AND PLANNING OF ENGLISH LESSONS ACCORDING TO CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) METHODOLOGY IN GENERAL SECONDARY EDUCATION INSTITUTIONS OF UKRAINE

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Summary

The article is devoted to the use of modern methods of the content and language integrated learning (CLIL), which allows a new approach to the issue of teaching school subjects. Thanks to this method, a teacher is able to demonstrate to students a close interdisciplinary connection, which can significantly affect the quality of education of students, their motivation to study, the development of interdisciplinary competences, skills and abilities. When using CLIL in English lessons and selecting exercises, the teacher should be guided by the basic principles of selecting educational material. Properly used educational material can be a great tool for students to learn new information.

The article demonstrates the main advantages of the content and language integrated learning (CLIL) method, specifies the requirements for planning English language lessons, and gives examples of the types of tasks that can be used to form communication skills in students of primary and secondary schools of Ukraine.

Key words: content and language integrated learning, planning of English lessons, selection of exercises, successful study of English.

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1. Introduction

Today, in the conditions of rapid development, integration and globalization of the society, there is a need to find effective tools for learning a foreign language. An important aspect of mastering a foreign language is the acquisition of communication skills for the possibility of everyday and/or professional and business communication with representatives of other cultures. Therefore, the relevance of our work is determined by the need to research innovative methods of teaching a foreign language.

In the context of functional mastery of a foreign language and the principle of integration, the CLIL methodology of the content and language integrated learning, which is currently known and used almost all over the world for the implementation of a multilingual education model, deserves special attention. CLIL methodology (Content and Language Integrated Learning) is a methodology of integrated teaching of a subject and a foreign language. The proposed approach includes two aspects at the same time: a subject and a foreign language, which enables an organic combination of teaching and learning processes.

Such scientists as S. Bobyl, R. Martynova, Z. Korneva, Yu. Rudnik, Yu. Cobol, O. Khodakovska and others gave attention to the problem of the content and language integrated learning in their works.

Among foreign scientists, the problem of the content and language integrated learning was investigated in the works of such scientists as M. Allen, A. Bonnet, D. Graddol, K. Clark, L. Collins, D. Marsh, A. Safty, I. Ting, and others.

The purpose of our work is to consider the application of modern methods of the content and language integrated learning (CLIL) as an innovative communication technology in secondary education institutions.

2. The traditional method of teaching a foreign language and the advantages of using the method of the content and language integrated learning (CLIL)

Quite often, in foreign language classes, children study lexical material, grammatical aspects of the language, practice the material by doing exercises, but do not see practical meaning in the language. In their minds, a foreign language is needed for exercises and tests, not for real communication with representatives of other cultures. As a result, motivation decreases, a language barrier and the fear of making mistakes are formed. A lack of practice leads to passive knowledge of the language, which is manifested in a low command of speech competence.

The CLIL method has a number of advantages compared to the traditional education system, which can help students to develop foreign language communication skills.

Firstly, there is full immersion in the language environment, as students pass through a rather large volume of language material.

Secondly, the vocabulary is enriched due to subject terminology, skills and abilities in the field of using an academic foreign language are developed.

Thirdly, CLIL contributes to a deeper understanding of scientific concepts, easier assimilation of scientific concepts, since the understanding of the term and its relationship with the corresponding scientific concept occurs simultaneously (*T. Brik, 2019*).

The positive aspects of the above method include increasing motivation to learn a foreign language, determination to master a foreign language to solve specific communicative tasks, prioritizing the acquisition of skills for communicating in a foreign language in a professional context, immersion in an artificially created language environment, assimilation of specific terms, certain language constructions and vocabulary expansion (*Liz Dale, 2010*).

3. The main aspects that enable the successful study of a foreign language with the help of subject-language integrated training (CLIL)

Learning a foreign language with the help of subject-language integrated learning (CLIL) helps to increase students' motivation to learn foreign languages, enables a more conscious and free use of a foreign language in everyday communication, develops and improves students' linguistic and communicative competences. This approach allows you to consider a foreign language not as a goal, but as a means of learning another subject, the use of which makes working with new information more meaningful. To achieve the set goals, it is suggested to consider the following aspects:

1. During the development of the lesson, you should be aware that it is an element of the system, a sequential step towards achieving the main goal. A comprehensive approach to planning takes into account the structure of studying a topic, section, etc.

2. The purpose of the lesson is the initial stage of training design, which requires the achievement of diagnostic and operational tasks. It should not be too broad, it is worth realizing that it takes a certain amount of time to achieve it.

3. Students' activity should be productive. The new material needs to be introduced into the student's speech practice, to solve actual problems, to establish connections between known and new language phenomena. Any type of students' activity must have a personal content of performance.

4. A foreign language lesson should be based on solving real, not invented tasks and problems.

5. The communicative orientation of education should be reflected in the variety of organizational forms of the educational process. They help the teacher create communication situations that are as close as possible to real life (*D. Coyle, 2010*).

The use of this innovative communication technology makes it possible to study individual subjects of the school curriculum in a foreign language, which in turn allows achieving two global goals – a sufficient level of studying a school subject with the help of a foreign language and in-depth study of a foreign language. Thanks to this approach, teaching students in their native and foreign languages is one continuous process. The use of this method makes it possible to increase the motivation of students to study by conducting meaningful discussions, quizzes, project work, in the process of which schoolchildren apply knowledge from several subjects at once, which increases their erudition and cultural awareness, become more tolerant, open to new ideas and experience (*O. Hodakovska, 2016*).

4. Peculiarities of the selection of tasks according to the method of content and language integrated learning (CLIL)

The use of the method of content and language integrated learning in English lessons involves the development of tasks by the teacher taking into account the level of complexity of the material being studied. Types of such exercises should be created with an emphasis on the subject content, its understanding by students, basic knowledge of students on this topic, verification and further discussion of the mastered material.

One of the main types of exercises in the English language according to the CLIL method is work with a text. Thus, at its various stages, attention is focused not only on the topic of the text, but also on vocabulary and grammatical material. Performing such exercises, students can deepen their knowledge of a foreign language, develop their communicative and creative skills. After all, the stages of while- and post-reading can include a sufficient number of independent and group creative tasks. The teacher can offer students to choose the title of the text, ask key questions and create a plan, conduct a discussion based on the content of what they read, write a summary, etc.

For successful implementation of this methodology, it is important to select and adapt the text material taking into account the following principles:

- The use of authentic texts and their adaptation to the needs of students. The presented material should be related to real situations and be relevant for students.

- Development of skills of working with a text. To achieve a better result, it is necessary to teach students to work with the text first. Students should develop such skills as reading with understanding, highlighting key ideas, composing connected statements, etc.

- Integration of subject knowledge and speaking skills. It is important to connect subject knowledge and speaking skills so that students can better understand and remember the material presented. This can be achieved through the use of terminology and linguistic structures related to the subject field.

- Setting the task based on the text. Tasks should be related to the content of the text and help students understand it better. Thus, it is possible to use tasks for information search, selection of questions, text analysis, etc.

- Repetition and systematization. The lexical and grammatical material used in the texts must be checked, repeated and summarized after a certain time.
- Variety of forms of presentation of information. Text material can have different formats (articles, videos, audio, dialogues, etc.), which allows students to develop different types of English language skills.
- Correspondence to the topic and purpose of the lesson. Text material should be related to the topic and purpose of the lesson in order to stimulate students' interest in learning the material and its content.
- Difficulty level. The text should be of an independent level of difficulty for students so that they can understand the content and use new knowledge in the process of learning English (Rudnik, 2013).

5. Types of communicative exercises according to the method of the content and language integrated learning (CLIL)

The implementation of the method of content and language integrated learning allows students to develop a free flow of speech and to form oratorical abilities in them for further successful communication. During training, students learn not to be afraid of making mistakes, focus on conveying the message to the listeners, use fluency more than focusing on grammatical accuracy, as a result, generate self-confidence.

According to researcher Louise Desmieux, communication should be motivated. Good speakers do their best to be understood, even if they are wrong. And this is all that the innovative CLIL method tries to educate students in the classroom (Louise Desmier, 2017).

For this purpose, active types of activities and exercises can be offered, which provide effective feedback from students and communication, and learning exclusively in a foreign language.

The first exercise is called "Dictogloss".

The theme and the purpose of this activity is reflected in children's reproduction of the content of the text and auditory perception of the speaker's speech. The teacher monitors the children's reproduction of the text in order to provide full work on mistakes. It is very important to correct students' mistakes at the end of the task, and not at the beginning or during the communication, because this can demotivate them to learn. So, the content is provided at the beginning and the focus on accuracy is at the end.

The second language activity is the game "Just a minute!" The meaning of the exercise, which is hidden between the lines, is similar to the meaning of the "Dictogloss" exercise in that this activity affects the education of students' fluency. Because, speaking for a minute, children do not focus on grammar, verbs, tenses of the English language, they simply try to support the conversation and the very direction of the flow of speech. Thus, self-confidence is formed.

The third exercise is "Ranking activity" or in simple words task-rating. The reason for which this exercise is a good example of speaking development in a CLIL classroom is that it convincingly engages children in learning a foreign language and practicing real communication. As for the goals achieved by this rating exercise, it is the formation of fluency, the acquisition of certain vocabulary and the practice of speech functions, because students express opinions, argue explanations, convince the listener, and also learn to politely agree or disagree. The role of the teacher in the group process is to check the participation of all children, because one student can switch all attention and work to himself, when, like others, they will simply be present in the group. It is necessary to make sure that everyone is working, using the appropriate words to convey the message and in communication for an agreement between the team.

An important type of speech activity is the use of news and the implementation of its processing in the classroom. It is important to remember that speech activity is meaningful for students not only in the classroom, but also in the environment. The information presented in textbooks does not necessarily always motivate children, so you can use topics or headlines from the news portal that we see on TV or hear from parents' conversations, which will motivate them much more. Using news headlines can be a really useful way of introducing the real world in the classroom and getting students to speak more English (*Louise Desmier, 2017*).

Conclusions

The use of the CLIL method, as well as its development in the classroom, significantly increases the level of knowledge and quality of work in the team, since it is aimed at a bifocal form of explanation and is aimed at the formation of a free flow of speech. The goal of the CLIL methodology is to develop speaking skills, the ability to listen to foreign pronunciation, and form the content and topic of the subject being taught. The gains brought by this technology are evident in the future professionals of their field. Access to the terminology of a certain profession, or preparation for further studies or work, is the task of improving the student's cognitive development. CLIL opens the door to alternative ways of using methodologies that can benefit both learners and teachers.

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SELF-STUDY OF FOREIGN LANGUAGES IN THE ENVIRONMENT OF INFORMAL EDUCATION

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Summary

Foreign languages play a special role in the process of forming intercultural communicative and professional competence. Currently, the main goal of a foreign language course in university is determined by teaching it as a means of intercultural communication in the field of professional activity. The modern credit-module system of higher education assumes that a significant part of the study time is allocated to independent work of students. The tendency to increase the amount of time devoted to independent mastering of educational and professional programmes, the concepts of continuous education and lifelong learning are oriented towards the student as an active subject of their own knowledge acquisition process. Self-management in education opens up the great potential of self-learning as one of the trends in lifelong education. This is especially relevant when it comes to learning foreign languages. Researchers of the problems of teaching foreign languages in higher education, highlighting modern trends in the development of education, emphasize the approach to perception of the educational levels obtained in the process of formal education not as a completed process, but as one of the stages in the continuity of education.

Key words: intercultural communication, education, lifelong education, self-learning.

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Introduction

A foreign language as a discipline has its own specificity, which is displayed by the fact that language skills need to be constantly practiced, since a foreign language lexicon quickly turns from an active vocabulary into a passive one, and over time is completely forgotten if there is no active and systematic communicative practice (in particular, this concerns four basic types of foreign language activity: listening, speaking, reading and writing). In view of the pointed trends in education, the paradigm of learning a foreign language evolved long ago from the goal of providing comprehensive knowledge purely during the formal stage of the learner's education. Now more and more often, the stage of education at higher education institutions is categorized as instructional and explanatory: its purpose is to sufficiently form a foreign language competence and teach students the algorithm of further, non-university language learning, that is, already within the framework of informal education.

Features of informal education in language learning

In order to specify the features of informal education in the sphere of learning foreign languages, it is necessary to highlight the distinction between formal, non-formal and informal education.

The analysis of scientific studies (*Taran, 2021; Tsviak, 2013*) shows that formal education is intended for a long-term program, or it may be a short-term course, after the completion

of which a graduate who successfully passes final exams, receives rights guaranteed by the Ukrainian legislature.

This is, first of all, the right to be engaged in paid professional work, the right to advance up the career ladder and obtain a higher position, the right to continue education in institutions of higher education with a higher degree of accreditation.

Formal education is received in educational institutions (taking into account specific educational goals) in an organized educational environment, which leads to the certification of the level of acquired competences (*Taran, 2021*). The concept of "certification" means the issuance of an official document confirming the assignment of an educational and qualification level recognized at the state level, and which is the foundation for further employment (certificate, diploma on completion of higher education, certificates confirming the acquisition of the necessary knowledge, skills, competences, etc.).

Non-formal education does not assume the awarding of state-recognized educational qualifications, but may be completed with the awarding of professional and/or the awarding of partial educational qualifications. It can be both face-to-face (trainings, workshops, seminars, etc.) and remote (distance courses, webinars, etc.). Modern non-formal education is carried out thanks to the existence of a wide range of distance learning platforms.

In recent years, along with such concepts as formal and non-formal education, the concept of informal education has been increasingly used.

Informal education is the acquisition of social and cultural experience that is not a part of the pedagogically organized process and does not have its features, it is a process of acquiring knowledge during life, which is not always conscious. This form of education is especially relevant in the aspect of improving the qualifications of specialists or obtaining postgraduate education.

In Ukraine, by the way, a project of the law "On adult education" (2020) is being discussed, which aims to create conditions for the development of adult education based on a comprehensive understanding of its social value and significance, to determine the priority directions of adult education, which would, in particular, ensure the formation in adults the key competences recommended by the European Union for lifelong learning. Among other important provisions regarding the priority areas of adult education, the areas of adult education are highlighted that ensure the formation of language competences in adults, the ability to understand, express and interpret concepts, facts, feelings and thoughts in oral and written forms, conduct a constructive dialogue and interact with other people by means of native and foreign languages.

The distinguishing characteristics of informal education, compared to formal and non-formal types, are continuity, spontaneity, learning through interaction with the environment, the absence of any documentary confirmation of the results of such learning (*Guisado, 2016*). The last aspect is especially emphasized On the website of the European Commission on adult language education, it is stated that many skills, both personal and social, are acquired thanks to informal learning. Informal learning may sometimes occur involuntarily, unconsciously (in the process of traveling, communicating, interacting with media content in the target language, etc.). However, in domestic sources, the term "self-education" is used synonymously with the concept of "informal education", which still requires conscious purposeful activity, and self-control as opposed to the terms of involuntariness and spontaneity (*Zhukevich, 2017: 140; Zakirova, 2014: 207*). Therefore, informal education in relation to a foreign language will mean, in our understanding, the entire range of activities that fall under the content and scope of this concept.

Self-directed study of foreign languages by students of a technical university in an informal education environment against the background of European integration trends and the demands of the international labour market can be effective for their future career. In particular, knowledge of a foreign language will most likely help students work with international teams, carry out projects abroad and hold leadership positions in international companies. However, the formation of self-study skills, as researchers note, is still one of the biggest problems in modern universities (*Nhi, 2021: 2*). Problematic are the following issues: the amount of time that students actually spend on independent study of a foreign language on a permanent basis; 2) systematicity of self-study; 3) formation of techniques of self-educational activity (for example, the method of fixing new material, using technologies, performing special exercises for consolidation or communicative practice of new skills); 4) resources and special means (devices, programs) to make self-learning more effective. There is a lack of knowledge about the appropriate methods of post-university study of a foreign language (*Nhi, 2021: 4*).

That is, it is about the lack of formation of an effective language learning algorithm in the field of informal education. Not knowing where and how to start self-education is actually the most detrimental moment in this situation, as with age it becomes increasingly difficult for a person to force himself to engage in self-education, especially language learning, unless during the period of formal university studies a stable habit of self-study was formed, which would develop into the individual's need to expand their own knowledge and competence horizons and move along the intended individualized trajectory of language acquisition. Of course, the best incentive in this case is the need: if a person sees real and achievable prospects for professional realization thanks to knowledge of a foreign language, this will formally motivate them to increased self-learning activity. However, on the other hand, these are the good foreign language competences of the graduate that form better career prospects.

Tools for language learning organization

One of the approaches to self-learning foreign languages is the use of online resources. Lavrysh (2020) indicates that transformations of the information society encourage, and the use of digital technologies helps in the formation of autonomous learning skills, which contributes to the involvement of students in continuous education strategies with the further formation of linguistic as well as information and communication competences. The author claims that the involvement of students in autonomous educational activities through foreign language professional communication by means of digital technologies allows to increase indicators of the level of formation of professionally oriented communication skills in future specialists.

At present there are numerous digital resources that are popular around the world, for example, free online courses such as Duolingo or Memrise, which make it possible to learn a language at a time convenient for the student. Mobile applications (e.g. Babbel, Busuu, which contain a variety of exercises and tasks that allow language learners to focus on different aspects of the language, including grammar, vocabulary and pronunciation) provide ample opportunities for self-study of a foreign language. University students also have many opportunities to learn foreign languages through the use of other Internet resources: listening to podcasts in a foreign language, reading articles, books (in particular, independent use of textbooks and manuals designed specifically for students of technical specialties), watching videos with subtitles and others. The following techniques will help overcome the difficulties of making the first steps in starting self-learning: awareness of a sufficiently serious reason to start and continue self-education; establishing formal self-control (compilation of an individual work plan for

self-study and tracking of the process of its implementation, clear goal setting, preparation of intermediate plans); developing one's own system of punishments and rewards for non-fulfillment / faithful implementation of the plan for independent study of a foreign language; communicating with people who have a successful experience of self-learning of a foreign language; realizing that foreign languages, especially English as a lingua franca, are the key to achievements in professional fields of knowledge, in particular, technical ones, as having singled out for yourself the sphere of professional interests, you can use a foreign language to keep abreast of the latest technical developments, and study of supplementary materials in a foreign language will simultaneously improve language competences.

Besides, the following steps can be recommended for organization of a self-directed study: looking for sources of the appropriate language level so that not to lose motivation (that is, if a student has the B1 level, and he/she reads complex specialized texts that require, in addition to high professional qualifications, also knowledge of a foreign language at the C2 level, then such work will definitely discourage and demotivate them); designing a set of topics beyond professional interests, which would make it possible to acquire knowledge of a foreign language that give pleasure and satisfy curiosity; learning psychological techniques of concentration and memorization; approaching self-learning comprehensively (i.e., forming a diverse and mutually complementary, harmonious complex of language learning resources and techniques); choosing the most convenient time and place for studying to minimize boredom, fatigue and distractions; trying to create a foreign-language environment around yourself as much as possible (looking for people who also study a foreign language or are native speakers of this language, being involved in social networks in a foreign language, listening to and watching videos in a foreign language, reading books, travelling, etc.).

Coaching technologies can be the optimal solution in developing one's own paradigm for learning a foreign language within the framework of informal education (*Harkusha and Shcheglova, 2022: 272*). An experienced coach will help you organize your independent work at the initial stages of self-study and give effective advice to achieve success. Also, a coach can come in handy if support or counselling are needed at further stages. Recent publications increasingly highlight the efficiency of coaching by teachers of higher education institutions. Coaching in the field of foreign language learning has already become a global trend (*Postykina, 2017; Akyildiz and Semerci, 2016; Harkusha and Shcheglova, 2022*).

As for adult education, Popova (2021) singles out peculiar poles of adult language education – from basic knowledge for those who are learning a specific language for the first time, to those who want to create high-quality texts in a foreign language, convey complex thoughts to native speakers in an optimal form and cover large amounts of information in a foreign language. And between these poles is the improvement of specific knowledge and skills necessary to achieve communicative goals in practical activities, for example, the formation of skills necessary for creating texts for everyday communication, improving listening skills, studying the terminology of specific fields of knowledge or features of texts, specific for professional communication.

4. Conclusions

Thus, informal learning of foreign languages, which is based on self-education, although studied less today than its counterparts, formal and non-formal learning, is no less an important stage of acquiring foreign language professional and cross-cultural competences.

It is important not to draw a line between the stage of formal university language learning and the informal stage, which ideally lasts a lifetime. In contrast to this, it is important

during university studies to form stable skills and motivational attitudes in students regarding self-education tools, in particular regarding learning a foreign language. Having transformed self-education into a need, teachers will receive greater effectiveness from their own teaching activities, and students of technical universities – a universal tool for achieving success at the stage of professional formation and further career growth.

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IMPLEMENTING TRAINING GRAPHIC DESIGN SPECIALISTS IN PRC (BASED ON THE INTERNATIONAL EDUCATIONAL PROGRAMS)

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Summary

The article observes the problem of compliance academic integrity compliance in the pursuance of educational tasks by students the future graphic designers' education on the example of implementing measures to comply with academic integrity and prevent academic misconduct in international educational programs in the high education institutions of the People's Republic of China. The article focuses on the peculiarities of academic integrity, ethical and professional standards, and plagiarism in relation to projects of graphic design specialists. The main provisions, regulatory documents and recommendations on which the code of academic integrity of the international educational program and the algorithm for implementing measures to comply with academic integrity and check students' projects for plagiarism are considered in the article. Real cases of academic misconduct of future graphic design specialists and an algorithm for checking students' projects for plagiarism are presented. Practical ways and measures to prevent academic misconduct in training future graphic design professionals are proposed.

Key words: misconduct, plagiarism, copying, case, project, educational standard.

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1. Introduction

Academic integrity is essential for all education applicants, including those studying graphic design. Bachelor students in graphic design must respect ethical and professional standards in their work, as they become members of the professional community with responsibility for their actions.

One of the main reasons for the relevance of academic integrity is that graphic design is a socially significant activity that affects the perception and visual understanding of information. Unfair practices can lead to a decrease in trust in graphics in general and in certain designers in particular. The problem of plagiarism in the performance of educational tasks and projects by graphic design education applicants is quite important, since its presence can have a negative impact on the quality of training and future professional activity. However, the question of the details of the observation of academic integrity and the prevention of academic misconduct in the process of training specialists in graphic design is not considered. To find a solution to this problem, it is recommended that reference be made to the experience of observing academic integrity in other countries.

The purpose of the article is to review the experience of international programs for training future graphic design specialists in higher education institutions of the People's Republic of China regarding the observance of academic integrity.

2. The problem of maintaining academic integrity

The problem of maintaining academic integrity is the focus of a wide-ranging scientific discourse. Academic integrity, according to I. Bondar, is defined as the rules that a person should follow when creating their projects if they use auxiliary information. (Bondar, 2021) This is also true for graphic design projects, when they are created, the designer conducts research and uses references. M. Sokol, H. Rusyn and I. Feketa point out that students' research work should be entirely consistent with the principles of academic integrity. (Sokol *et al.*, 2022) A research conducted by I. Glendinning, S.-M. Izebugua Orim among students and teachers from 38 countries focused on different national and institutional perceptions and approaches to academic integrity and compared different strategies for maintaining academic integrity (Glendinning, Izebugua Orim, 2023) it is important to study the foreign experience of observing academic integrity. Like A. Möller points out by analyzing the experience of New Zealand higher education institutions (Möller, 2022), as well as Chen He, Jie Xu, Lihong Zhou, considering the construction of the academic integrity system in China. (Chen He *et al.*, 2023) E. Moore analyses the integrity of Master's theses in academic writing in the context of the internationalisation of higher education in Finland. (Moore, 2023) The importance of the implementation of the European experience to ensure academic integrity, adapted to the socioeconomic realities of Ukraine, is indicated by Z. Stezhko, N. Shalimova, I. Androshchuk. (Stezhko *et al.*, 2022) P. Pavletić, M. Hammerbauer noted that academic integrity as an important component of higher education remains an understudied subject among European-level students. The European Student Union (ESU), as a member of the European Academic Integrity Network (ENAI), actively participates in the international promotion of academic integrity from the point of view of students. Internationally, students can help one another by exchanging best practices. (Pavletić, Hammerbauer, 2023)

3. Specific features of academic integrity for future graphic design professionals

For future graphics professionals, academic integrity presents several specific advantages. First, it helps them to develop ethical thinking and responsibility in their actions. They should understand that unfairly borrowing ideas, plagiarism and copying other designers' works are unacceptable.

Moreover, academic integrity makes it possible to preserve the reputation of future graphic design professionals. Their work must be honest, truthful, and adhere to ethical standards so that they can become a source of pride for students and their teachers.

The problem of plagiarism in the performance of educational tasks by applicants for graphic design education is serious and can have a negative impact on the quality of training and the future professional activity of a graphic design specialist.

Plagiarism in graphic design may include copying works by other authors without appropriate attribution or the creation of works that coincide with other projects already created. This may occur either due to a lack of understanding of the technical and aesthetic aspects of the design or due to negligence and lack of determination in the execution of tasks. Students who lack knowledge, instead of researching and analyzing information, decide to go the easy way and use copies of the works of other designers.

4. Academic misconduct policy on the international educational and professional program

The international educational and professional program of Wuhan University of Technology (China) and University of Wales Trinity St David (Great Britain) (hereinafter referred to as the International EPP) was selected for the analysis.

The international EPP is based on educational standards from the United Kingdom and China (*BA (Hons) Art and Design. Programme Document and Wùhàn lǐgōng dàxué*, 2022) in accordance with the requirements of measures to implement the provisions of the People's Republic of China on Sino-foreign cooperation in the management of educational institutions. (*Zhōnghuá*, 2004)

In international cooperation, partners must agree to conduct their research in accordance with the same high standards of research integrity expected in the UK and investigate any alleged deviations from these standards. (*UWTD Research Ethics & Integrity Code*, 2022)

The main document governing the provisions of academic integrity in University of Wales Trinity St. David and the international EPP is the policy on academic misconduct, based on the principles specified by the UK Higher Education Quality Assurance Agency in such documents as the OIA: The Good Practice Framework: disciplinary procedures (*The Good Practice Framework*, 2018), the UK quality Code for Higher Education (*UK Quality Code for Higher Education*, 2018), the regulation on fraud in the field of Higher Education (*Contracting to cheat in higher education*, 2022), Plagiarism in UK Higher Education (*QAA Viewpoint Plagiarism in UK higher education*, 2016), also this regulation defines the basic terminology regarding academic integrity, the organization of activities to respect academic integrity, such as the verification procedure, the investigation of statements of academic misconduct, the process of reviewing allegations of academic misconduct, the review of the results of academic misconduct. (*Academic Misconduct Policy*, 2020)

The University of Wales Trinity St. David Scientific Library hosts sessions on academic integrity, plagiarism, copyright, reference requirements, and referencing. (*Links and plagiarism*, 2023 and *Know Your Rights*, 2023)

The program document of the international EPP states that education applicants are informed of the University's policy regarding plagiarism, references and unfair practice in lectures and by student leadership. (*BA (Hons) Art and Design Programme Document*, 2013)

University of Wales Trinity St. David's Academic Misconduct Policy explains the algorithm for checking students' papers for plagiarism. Theses and presentations are checked using the Turnitin service. When a module teacher suspects academic misconduct, the teacher should conduct an investigation and document evidence of academic misconduct as fully as possible. The teacher writes a letter of explanation and an Academic Misconduct Investigation form (*Academic Misconduct Investigation form*, 2023) with a copy of the evidence of academic misconduct. These documents are checked by the internal verifier and sent to the academic misconduct coordinator. Depending on the severity of the academic offence, there is a distinct number of points, according to which the applicant receives an appropriate penalty. This can be sending an official warning letter (Warm Letter), the applicant can get 0 points for the completed task and must complete this task again, or the applicant can get 0 points for the module and is sent to re-study the module. Module teachers should ensure that academic misconduct does not go unnoticed. (*Academic Misconduct Policy*, 2020)

All students' projects are subject to plagiarism testing. (*BA (Hons) Art and Design Programme Document., 2013*) Academic Integrity and references to the sources used are listed in Appendix GA36a Assessment specification as one of the requirements for each student project. (*GA36a Level 4 Appendix, 2023*)

The students' bachelor degree theses are subject to plagiarism testing as well. The applicant adds a receipt to the bachelor's thesis, which indicates that all submitted works are the student's developments. (*BA (Hons) Art and Design Programme Document., 2013* and *Diànzibǎn, 2020*) Theses are checked for plagiarism concerning the requirements of both HEIs participating in the joint Sino-Foreign program, University of Wales Trinity St David and Wuhan University of Technology.

The academic integrity issues in the Wuhan University of Technology are managed by the Intellectual Property Information Service Center at Wuhan University of Technology, established in October 2018 with the approval of the university's presidential administration, which signed a strategic agreement with the Hubei Provincial intellectual property office. (*Zhōngxīn, 2019*)

5. Most common cases of academic misconduct of the graphic design students

In relation to students' graphic design projects, the most common violation of academic integrity is plagiarism, which involves presenting someone else's work or ideas as the applicant's own achievements. (*The good practice framework, 2018*)

In this regard, the real case of a violation of academic integrity should be considered. In this case, the undergraduate student copied the project of another designer, which was posted in the internet on the public domain, and passed off the project as his own (Fig. 1). During analysing the student's work by teacher through search engines with the function of searching for images in Internet, an academic offence was found. After the investigation, the student was sent to re-study the module.

The next type of academic misconduct that is common in the training of graphic design specialists is copying the work done by another students without their permission, which is also a violation of academic integrity. (*The good practice framework, 2018*)

In this case, the student copied part of the project of another student, which was developed for the same module earlier. Having exposed this offence and conducted an investigation in compliance with all appropriate procedures, the Academic Integrity Commission decided to assign the student 0 points for this project task and send him to repeat the implementation of part of the project. (Fig. 2).

Prevention of violations of academic integrity can be achieved through the practice of defending and demonstrating the portfolios of students' projects at the final lesson of the module in the presence of other students, groupmates, a module teacher, and an internal verifier teacher.

6. Conclusions

Regarding the training of future graphic design professionals, academic integrity issues have their own specifics towards checking for plagiarism and compliance with attribution in design projects.

Various methods can be used to prevent plagiarism in graphic design, such as:

1. Checking projects for originality using special software, such as Turnitin.
2. Introduction of the method of expert assessments, which is implemented in checking the students' projects by several teachers and organising regular discussions of students' projects by all teachers of the department.
3. The requirement for students to indicate the sources from which they draw information and graphic elements for their projects.

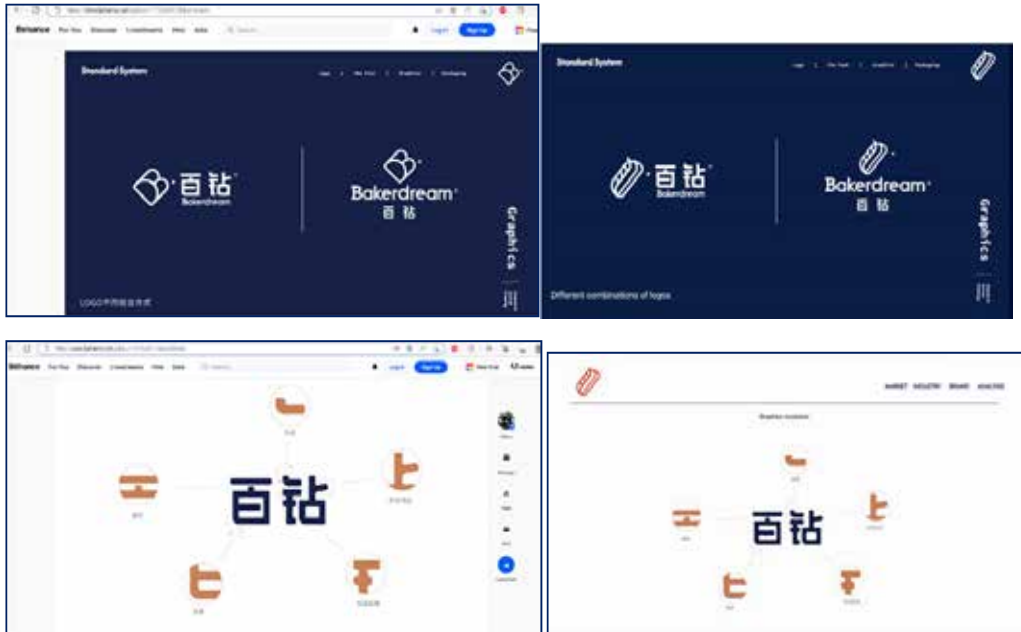


Fig. 1. An example of an academic misconduct. Project from Internet (available here <https://www.behance.net/gallery/117058817/Bakerdream>) (left) and student’s project (right)



Fig. 2. An example of an academic misconduct. The project was developed by the student in 2021 (left) and copied by another student in 2022 (right)

4. Providing students tasks that address specific technical and aesthetic aspects of design, not just general topics.
 5. Regularly remind students of the importance of academic integrity and ethics in professional design.
 6. Using team learning, where students can work on projects and discuss ideas together.
- In general, it is important for students to understand the consequences of plagiarism and the importance of academic integrity and in graphic design. Graphic design training should take place within ethical principles to ensure the quality of the training.

Summing up, we can state that much attention at the international EPP is focused on the issue of academic integrity and that all educational projects of students, the future graphic design professionals, are subject to verification.

The research carried out does not exhaust all aspects of the problem which have been raised. We consider the perspective of understanding ways to involve foreign experience and a features of clearly structured academic misconduct checking and investigating process in the educational process of the high educational institutions of Ukraine.

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INNOVATION, WORK, SOCIETY

PRINCIPLES OF LOCAL GOVERNMENT: TERMINOLOGICAL ISSUES
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Summary

The aim of the article is to analyze the terminological diversity of how Ukrainian researchers name the principles related to local self-government ("principles of local self-government", "principles of municipalism", etc.), as well as to develop proposals for ordering and systematizing these concepts.

The author starts with the thesis, that in Ukrainian legal literature, since the declaration of independence, considerable attention has been paid to the development of local self-government. Such developments are relevant even today – because the municipal reform is ongoing, which slowed down only during the period of martial law. The author concludes, that in the Ukrainian legal literature, there is a lack of monographic studies of the principles of local self-government, carried out in recent years. Despite the high scientific and practical relevance, such studies would contribute to terminological unification in the field of municipal axiology – for example, the works of Ukrainian authors refer to "principles of local self-government", "constitutional principles of local self-government", "principles of municipalism", "principles of modern of Ukrainian municipalism", others. Terminological unification will contribute to the improvement of the quality of both Ukrainian municipal legislation and the intensification of municipal legal research.

Key words: local self-government, municipal administration, territorial collective, values of local self-government in Ukraine, municipal axiology.

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1. Introduction

In Ukrainian legal literature, since the declaration of independence, considerable attention has been paid to the development of local self-government. Such developments are relevant even today – because the municipal reform is ongoing, it is slowed down only during the period of martial law. However, after its cancellation, the issue of completing the next stage of the municipal reform will become relevant again, and therefore, an important scientific task for now is the formation of an appropriate doctrinal basis for the continuation of this reform.

The concept of "principles of local self-government" is quite common in Ukrainian legal literature. It is used along with others – in order to understand the correlation between different concepts and formulate an idea about their essence, when writing this article, the works of O.V. Batanov, I.A. Galiahmetov, B.V. Kalinovsky and other authors (*for example, Qaracayev, 2022 and Mishyna, 2021, 2022*).

In this article the author uses the research methodological approaches as follows: antropocentric, axiological, systematical. In this article the author uses the research methods as follows: comparative, inductive, deductive, legal analysis, legal synthesis, hermeneutical and doctrinal research.

The aim of the article is to analyze the terminological diversity of how Ukrainian researchers name the principles related to local self-government ("principles of local self-government", "principles of municipalism", etc.), as well as to develop proposals for ordering and systematizing these concepts.

2. The terminological variety in the Ukrainian municipal literature

At the current stage, the concept of "principles of local self-government" is the most common in Ukrainian legal literature.

For example, it is used by V.V. Kravchenko and M.V. Pitsyk. In their textbook on municipal law, the co-authors formulated that "the principles of local self-government are the basic principles determined by the tasks and functions of local self-government, which form the basis of its organization and functioning and which determine the features and characteristics of local self-government" (*Kravchenko and Pitsyk, 2003: 66*). This definition is concise and laconic.

The concept of "principles of local self-government" is found in the works of the well-known expert on municipal law P.M. Lyubchenko. He expressed the opinion that the principles of local self-government are "the basic principles, ideas and requirements determined by the nature of public power, which underlie the organization and functioning of local self-government, the regulation of social relations, determine the forms and methods of activity of local self-government subjects" (*Lubchenko, 2006: 102*). Definition of P.M. Lyubchenko was created using the same approaches as the definition of V.V. Kravchenko and M.V. Pitsyk.

Professor O.V. Batanov talks about the "principles of local self-government", calling them "a valuable dimension of modern municipalism in Ukraine" (*Batanov, 2012: 88*), without defining them.

Also, the concept of "principles of local self-government" is used by O. O. Frolov. He emphasizes that "by their nature, the principles of local self-government belong to the sphere of legal ideology; it is a certain system of basic political and legal ideas of a conceptual nature relating to this subsystem of public power. The principles of local self-government seem to fulfill the role of a generalized reference point of municipal-legal ideology" (*Frolov, 2015: 165*). O.O. Frolov does not propose a definition of the concept of "principles of local self-government".

B.V. Kalinovsky in his thesis of for obtaining the scientific degree of candidate of legal sciences on the topic "Constitutional principles of local self-government in Ukraine", writes about "constitutional principles of local self-government". B.V. Kalinovsky analyzes this concept in relation to Ukraine, noting that "it is a system of fundamental origins and ideas determined by the nature of local self-government, which are fixed or derive from the content of the Constitution and laws of Ukraine and determine the organization and activity of the community, bodies that are being formed citizens and independently manage local affairs in the interests of the territorial community" (*Kalinovsky, 2004: 8*). Thus, he considers it expedient to focus attention not on the principles of local self-government as a whole, but only on the relevant constitutional principles.

3. The comparison attempts

Some researchers analyze various groups of principles related to the implementation of local self-government in the comparative perspective.

S.V. Malikov, in his research for obtaining a candidate of legal sciences degree on the topic "Principles of local self-government in Ukraine", formulated that "the principles of local self-government should be understood as the fundamental legal norms determined by its collectivistic nature, scientifically based, which reflect the principles and ideas of local democracy, underlying the organization and practical activity of the Ministry of Internal Affairs, its subjects and bodies, with the aim of solving issues of local importance in the relevant territory where the territorial community functions" (*Malikov, 2012: 44*). It is worth taking into account this thesis and continue familiarization with the analyzed work.

In addition, S.V. Malikov also talks about the "principles of municipal law" (for example, (*Malikov, 2012: 187*)). He does not define this concept, but it follows from the reasoning that the author placed in subsection 1.2 of his study. In particular, one should agree with the author's logic that "in the framework of constitutional (municipal) law, the principles of the Ministry of Internal Affairs, which have passed the stage of constitutional or legislative regulation and legalization, are mainly researched and considered. Their list is significantly narrower than the list of principles arising from doctrinal developments. But this list is characterized not only by legality, but also by direct legitimacy on the part of the state – adopting it at the level of the constitution and laws, the legislator determines and sets the normative parameters for the construction, existence and functioning of the Institute of the Ministry of Internal Affairs as a constitutional and legal institution" (*Malikov, 2012: 42*). Special attention to the distinction between the concepts of "principles of local self-government" and "principles of municipal law". S.V. Malikov does not talk about the "principles of municipalism", in general, the concept of "municipalism" is almost never used in his work.

Another example of comparative analysis can be found in the work of O.S. Orlovsky "Principles of modern Ukrainian municipalism: statement of the problem".

The well-known specialist in municipal law O.S. Orlovsky dedicated one of his scientific articles to the question of the relationship between the concepts of "principles of municipalism" (sometimes he calls them "principles of modern Ukrainian municipalism") and "principles of the local self-government".

Actually, O.S. Orlovsky talks about the "principles of legislation on local self-government in Ukraine" (*Orlovsky, 2012: 161*). At the same time, he refers to Article 4 "Basic Principles of Local Self-Government" of the Law "On Local Self-Government in Ukraine". O.S. Orlovsky explains the difference between the term used in his article ("principles of legislation on local self-government in Ukraine") and that used in the Law "On Local Self-Government in Ukraine" ("principles of local self-government"). Namely, he formulated that "it would be more correct to speak not about the principles of local self-government, but about the principles of legislation on local self-government. Such a difference exists not in all, but in many domestic normative acts – for example, the Law "On Citizenship of Ukraine" contains Art. 2 "Principles of Ukrainian legislation on citizenship" (*Orlovsky, 2012: 162*). It should be emphasized that this article is about the principles of local self-government, and not about the principles of legislation on local self-government. Therefore, it is unlikely that such an approach to the formulation of the name of these principles can be considered correct.

Continuing the analysis of the developments of O.S. Orlovsky, it is worth noting that the author clearly demonstrates the relationship between the "principles of local

self-government legislation" and "principles of municipalism" on the scheme included in his article. According to this scheme, the principles of local self-government legislation and the principles of municipalism mostly coincide with each other. But, at the same time, according to O.S. Orlovsky, there are those principles of municipalism that are not principles of legislation on local self-government. A similar situation occurs in the "reverse direction" – certain principles of legislation on local self-government are not principles of municipalism. In this part, the author's developments lack examples, this would increase the level of illustrativeness of the presented material.

O.S. Orlovsky added the following explanation to the schematic drawing: "those principles of municipalism, which are enshrined in the sources of law, are transformed into the principles of legislation on local self-government. On the other hand, the sources of law may also contain outdated principles that are no longer considered principles of municipalism" (*Orlovsky, 2012: 162*). It should be emphasized once again that for the scientific discourse on this issue there is a lack of examples of exactly which principles the author attributes to each of the three groups highlighted in the diagram (that is, which principles he considers to belong at the same time to the principles of legislation on local self-government and municipalism, which – only to principles of municipalism, which are only related to the principles of legislation on local self-government).

Based on the above theses of O.S. Orlovsky, how he characterizes the difference between isolated groups of principles will be useful. The author emphasizes that they have two main differences.

The first difference of O.S. Orlovsky considers that "the principles of legislation on local self-government will always have legal norms as the external form of their expression. The principles of municipalism can be established both in the sources of law and in doctrine" (*Orlovsky, 2012: 162*). This difference can be called formal.

The second difference, according to O.S. Orlovsky, consists in the fact that "the principles of legislation on local self-government should correspond to the current state of development of legal relations, and the principles of municipalism should also lay down prospects for development in the direction chosen at the state level" (*Orlovsky, 2012: 162*). It can be noted here that political and strategic issues of development are often fixed in legal acts – and therefore they can also lay the prospects for further development within the framework of municipal reform. Therefore, this criterion for distinguishing the principles of local self-government legislation and the principles of municipalism (principles of modern Ukrainian municipalism) is not clear. It has an indicative character.

4. I.A. Galiakhmetov's approach to the principles related to the implementation of local self-government

A well-known specialist in Ukrainian municipal law, I.A. Galiakhmetov paid considerable attention to the principles related to the implementation of local self-government.

First, in his writings, he applies the concept of "principles of municipal law" (*Galiakhmetov, 2011 (1): 101*). In his opinion, these principles should be divided into universal principles of municipal law and typological principles of municipal law. At the same time, the author emphasizes that universal principles of municipal law are nothing more than universal principles of law – "axiomatic concepts on which the legal system is built and functions" (*Galiakhmetov, 2011 (1): 102*). Among such principles, he distinguishes the principles of freedom, justice, equality, humanism, democracy, legality (*Galiakhmetov, 2011 (1): 102*).

Secondly, I.A. Galiakmetov distinguishes out the "principles of municipal law-making". In his opinion, with which we should fully agree, "municipal law-making activity is a process of constant improvement of the current law against the background of legal principles" (*Galiakmetov, 2011 (2): 53*). The author absolutely rightly and reasonably continues that "law-making activity should be based on the system of principles developed by legal policy and reveal the basic principles of regulation in the field of law-making of local self-government bodies" (*Galiakmetov, 2011 (2): 54*). After explaining the importance of distinguishing the principles of municipal law-making and proving their importance for the Ukrainian science of municipal law and practice, the author moves on to formulating proposals for the systematization of these principles.

The author formulated that "the principles of municipal rule-making are proposed to be divided into those that are an extrapolation of the general principles of law-making (rule of law, democracy, etc., humanism), and special ones that are specific to municipal rule-making (subsidiarity, combination of local and state interests, completeness of rule-making powers with issues of local importance)" (*Galiakmetov, 2011 (2): 57*). This classification should be taken into account for further research, but the main thing is to pay attention to the author's approach to the study of principles related to the implementation of local self-government.

According to this "scheme", that is, using this approach, the author considers other groups of principles. This approach should be supported in every possible way – not to focus attention on definitions, but instead to single out the main features of the studied group of principles, and on the basis of the analysis of those principles included in the group, to propose directions for their classification. At the same time, attention is drawn to the methodological and systematization accuracy with which I.A.Galiakmetov proposes classification groups – he is always the first to single out a general group covering general legal principles and/or other principles of a general nature.

This can be demonstrated in the following example.

Thirdly, I.A. Galiakmetov singles out the "principles of municipal legal management of economic activity in the communal sector of the economy" (*Galiakmetov, 2012: 154*). In his opinion, as a basis for distinguishing these principles, "principles of municipal legal regulation should be considered – these are more important guiding rules that must be followed by the organization, functioning and development of the system of municipal management of objects of communal property of the territorial community" (*Galiakmetov, 2012: 154*). Taking this into account, he offers the following list of principles of municipal legal management of economic activity in the communal sector of the economy: independence of solving local self-government issues; organizational identity of local self-government bodies in the state management system and interaction with state authorities in the implementation of general tasks and functions; compliance of material and financial resources with the authority of local self-government bodies; responsibility of local self-government bodies and officials to the population of the territorial community and business entities; diversity of organizational and legal forms of municipal management; observance of human and citizen rights and freedoms, observance of the rights of local self-government; legality in the organization and activities of local self-government bodies; publicity of the activities of local self-government bodies and officials, ensuring the openness and transparency of the activities of the subjects of power; collegiality in the activities of local self-government bodies, conscientious attitude to the performance of official duties, initiative and creativity in work; state guarantee of municipal legal administration" (*Galiakmetov, 2012: 155-156*). Thus, the author's approach to the study of principles related to the implementation of local self-government should be taken into account.

5. Conclusions

In the Ukrainian legal literature, there is a lack of monographic studies of the principles of local self-government, carried out in recent years. Despite the high scientific and practical relevance, such studies would contribute to terminological unification in the field of municipal axiology – for example, the works of Ukrainian authors refer to "principles of local self-government", "constitutional principles of local self-government", "principles of municipalism", "principles of modern of Ukrainian municipalism", others. Terminological unification will contribute to the improvement of the quality of both Ukrainian municipal legislation and the intensification of municipal legal research.

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THE RULE OF LAW AS A PRINCIPLE OF LEGAL MEANING: EUROPEAN AND UKRAINIAN EXPERIENCE

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Summary

The article deals with the problem of legal meaning-making which is quite important, as the development of law is generally carried out through the creation of legal meanings by the subjects of law. Law must be *meaningful*, *reasonable* and *has some sense*. Legal existence is the real embodied and existing perfectly legal meanings. Emphasis is placed on the danger of large-scale de-legalization of public relations in modern Ukraine, which is manifested in numerous violations of the current Constitution of Ukraine by government officials, human rights violations that have become widespread, very significant politicization of the judiciary, including the Constitutional Court of Ukraine, violations of legal standards by various branches of government. On the way to a democratic state governed by the rule of law, the law itself, forms and ways of its manifestation, in contrast to arbitrariness, must increase in the country, not decrease. The semantic right of creation should be intensified, not narrowed.

It is emphasized that the implementation of the rule of law is the basic basis for legal meaning. Concern for the law is a concern for the development of its meanings, their assertion and protection must be a common cause of each and everyone. It is on the basis of the rule of law that real Ukrainian European integration is possible.

Key words: rule of law, legal meaning-making, values of law, dejuridization of social relations, anthropological-axiological approach, legal marginality, legal European integration.

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1. Introduction

Having set a course for the establishment of democratic principles of life and European integration, Ukrainians must make efforts to implement a number of legal reforms, without which these transformations will be impossible, and, consequently, the set goals will be unattainable. However, our reality now testifies to the unpreparedness of both society and especially the authorities for qualitative changes in legal life.

Unfortunately, the efforts of the reformers are nullified by the reluctance of the political and business elite to change something radically, the reforms are more imitated than actually implemented. Over the last decade in Ukraine there has been a large-scale dejuridization of

public relations, which is manifested in numerous violations of the current Constitution of Ukraine by government officials, including the head of state, mass human rights violations, even stronger politicization of the judiciary, including the Constitutional Court of Ukraine, breach of law by different branches of government, etc. On the way to a democratic state governed by the rule of law, the forms and ways of its manifestation, in contrast to arbitrariness, must increase in the country, not decrease. The situation of narrowing the legal space, the destruction of legal meanings, which we can observe in this regard in society and the state, should be a real concern for both legal citizens and government officials.

Various aspects of this problem are developed by such authors as N. Bordun-Komar (*Bordun-Komar, 2017*), M. Bratasyuk (*Bratasyuk, 2021*), S. Holovaty (Holovaty, 2016) V. Vyschkovska (*Vyschkovska, 2014*), E. Zakharov (*Zakharov, 2005*), M. Yelnikova (*Yelnikova, 2015*), Y. Yevtoshuk (*Yevtoshuk, 2015*), M. Kozyubra (*Kozyubra, 2017*), N. Pilgun (*Pilgun, 2012*), M. Roschuk (*Roschuk, 2012*), O. Sokolenko (*Sokolenko, 2013*), S. Shevchuk (*Shevchuk, 2008*), O. Yaremko (*Yaremko, 2020*) and others. These scholars emphasize the problem of implementing the rule of law, warn against violating constitutional norms, principles of law, emphasize the need for compliance with legal standards by all law enforcement agencies, and so on. We will look at the problem of legal development, turning to the concept of legal meaning as an essential feature of the development of law and a means of expanding the boundaries of legal existence through the prism of the rule of law as its fundamental principle, show its importance for law and order and the consequences. This problem still refers to the underdeveloped knowledge in the philosophical and legal field, so it is proved to be relevant.

2. Materials and methods

The research methodology should correspond to the subject of research. To cover this problem, it is appropriate to use the principle of polymethodology, involving philosophical, general and special legal approaches and methods, which in complementarity should ensure the completeness of the study of the problem. In particular, the leading approach in the study should be anthropological-axiological, through which both law and legal meaning-making, and the rule of law appear as humanistic phenomena, without which a full human existence becomes impossible. The anthropological-axiological approach allows us to see legal meaning-making as an active process of affirmation and expansion of law through the creation and development of legal subjects of legal meanings, which are at the same time universal legal values that embody the principles of human existence. In the light of the same approach, the rule of law is separated from the rule by law and is revealed meaningfully through a number of elements: legal values, principles, regulations, procedures, customs, etc., which aim to harmonize social relations and, consequently, contribute to being, exercising natural rights, to create law and order. The anthropological-axiological approach concretizes the natural-legal mega-approach, within which it is only possible to see law and legal meaning-making as a non-state universal phenomenon. The synergetic method contributes to the interpretation of the rule of law and legal meaning-making as systemic interdependent phenomena that are mutually enriched and mutually developed. Such general scientific methods as analysis and synthesis, theoretical modeling, the principle of objectivity have contributed to the study and formation of a number of concepts, in particular, such as: legal meaning, rule of law, legal standards, human rights, principles of law and others. The hermeneutic approach helped to understand and interpret the basic concepts and provisions of the research problem. The comparative legal method allowed us to see the factors and shortcomings of the experience of legal meaning-making in the European and Ukrainian legal space.

3. Legal meaning-making as an urgent problem of today

The modern human world has become digital, human existence is becoming more and more complex, and the law must respond accordingly to these processes in order to be adequate to a man of today with his needs and interests, which are constantly evolving. Scientists note that the current world is becoming more dynamic, uncertain and pluralistic, because it is made so by a person who himself is now (S. Proleyev). It is clear that such a complex, uncertain, dynamic world and the same person (in today's world is dominated by a person of the situational type) put forward new requirements to the law, without denying the previous ones. The current digital age has made many adjustments to legal life, in particular the problem of human rights. The modern author K. Lefort notes that human rights "... go beyond any particular definition given to them; ... Acquired rights necessarily encourage the support of new rights." And further the author notes the following: "A democratic state goes beyond what is traditionally attributed to the rule of law. It tests rights that have not yet been incorporated into it" (*Lefort, 1986*). That is, the development of a man and the development of his rights is a simultaneous natural process, and the state must keep up with it.

K. Lefort interprets the current development of natural human rights as a "universalist stretch", i.e. their intensification, a concentrated demand for "equality" in all forms of human interaction and throughout the geopolitical space (*Lefort, 1986*). Therefore, the necessary rethinking of human rights should not take place in the direction of their restriction or mutual exclusion, but rather, on the contrary, as the expansion of "mutually multiple potentials (forces, powers, authority)", which are universal. In this regard, "human rights democracy" must be unrestricted, despite various obstacles. Human rights should not be thought of as dogma, they should be "reformulated and re-established", invented and restored in new conditions, in other proportions, - scientists say (*Evropeyska konvetsiya pro zahist prav i osnovnyh svobod lyudyny, 1950*).

The law in all its manifestations must work for man, it is his goal, and it is designed to provide him with a comfortable life in today's world. It must undoubtedly be humanistic, and it depends on the people who will create the law of the digital society. And in this sense, the problem of legal meaning-making is especially important. In general, the development of law is carried out through the creation of legal meanings by the subjects of law. Law must be *meaningful, reasonable and has some sense*. Meaning is the understanding of something, the importance of something, it is a certain meaning, purpose of something, task, usefulness of something, etc. (*Dictionary of the Ukrainian language, 1978:405*). Meaning is the content of thought, some phenomenon with a purpose; it is the essential characteristics of something, the meaning of creation, human interaction. W. Frakl considered meaning to be the basic motivation of human direction, which reveals the essential nature of the human field. A. Camus wrote that being has no meaning, it is absurd, however, something makes sense - and this "something" is a man, "the only being who needs meaning..." (*Camus, 1945*).

Legal meanings serve as a link between a man and the world of law, the "empire of law" (R. Dworkin). Legal existence lives as the unity of a man as a subject of law with law, its forms and manifestations. Legal existence is the real embodied and existing perfectly legal meanings. Their origins are in the human spiritual and cultural essence, in the interaction of people as subjects of law, in their relations, in the ideas of perfection and harmony of human relations. Legal meanings are deeply humanistic; it is their humanistic content that makes law the same humanistic phenomenon. These meanings embody the universal and this is their power and significance.

However, people may lose touch with legal reality, the non-existence of law as a real possibility always exists. A person can spray, level, destroy legal meanings. She is not always ready to create them, to understand their importance, purpose, task, usefulness, and so on. The similar situation is among the nations - some of them have real success in the development of law, and others have not been able to achieve special achievements and successes. A man must worry about the law, assert it, develop it, because the law itself and its meanings (which are at the same time legal values) are a necessary prerequisite for human existence. Concern for the law is a concern for the development of its meanings, their assertion and protection must be a common cause of everyone. V. Nesterenko emphasizes that “without constant care for this, without creative human effort and spiritual enlightenment, the world is depleted of meanings. As a result, “enlightenments” and even semantic cavities appear in life, where individuals or the whole human communities stumble or even fail” (*Nesterenko, 1996: 109*). A nation is not just a community of people, it is a community united by common meanings through which a common world of life is created. Ukrainians as a nation and as a legal community must be united by common legal meanings. Marginals appear where common meanings that can unite people are lost. This also applies to legal marginality. Legal meanings cement the community, creating a common understanding of the principles of legal existence, motivate to joint action to affirm and protect these principles, to create a common legal existence. The strength of these meanings is in their universal humanity, which has attracted at all times. To assert, multiply, develop, seek, enrich, strengthen legal meanings, values and ideals, principles and standards of law, legal customs and traditions, thus overcoming the semantic emptiness, all sorts of destructive tendencies and means to be right. The legal community is created in a movement from unique legal meanings to universal values. And this is impossible without the revival of historical memory, first of all semantic memory, the ability to know and appropriate a number of meanings, to master the semantic chain, which can penetrate not only the universal ratio, but also the depths of the soul (*Bratasyuk M., Rosolyak, 2020*).

4. The experience of legal meaning-making in the EU and modern Ukraine

Ukrainians in the process of creating a national legal existence need to join the European legal meanings. What is Europeanness in general and Europeanness in law, to which Ukrainians are so eager? We believe it is a set of meanings that are European values as well, and they appeared in the process of transformation of a unique European into universal. In law, they find expression in European standards of law (which are the basis for the protection of human rights) and in the rule of law (which is a concentrated expression of these standards and a fundamental principle of legal development). Perhaps the greatest shortcoming of Ukrainian legal life is the systematic deviation from the requirements of the rule of law, the constant violation of its standards, the neglect of universal law, the constant replacement of universal special, particular, partial. The principle of the rule of law is an eloquent expression of European values, which at the same time have the status of universal. Therefore, it quite naturally went beyond the common law system, where it was formed (*Daysi, 2008*) and became a recognized universal heritage. Nowadays, Ukrainians need to reform the legal sphere precisely in the direction of the fullest realization of the rule of law - this will be the key to the Europeanization of Ukrainian legal reality, its accession to the European legal space. Ukrainian lawyers have not yet learned enough that the rule of law is not just a general idea, like any other principle. The rule of law must be perceived first of all as an integrated system of requirements that is the result of spiritual and cultural development of mankind, compliance and approval of which in legal life is

a necessity, a guarantee of avoiding failures in extrajudicial life that occurred with individuals and peoples under certain conditions.

The rule of law concentrates exemplary climaxes in the universal legal culture. Ukrainian scholars emphasize that this principle is understood as different one from the rule by law only in the context of the natural law paradigm, which asserts natural law as a deeply humanistic value-semantic phenomenon. It is this legal paradigm that affirms and protects such universal values as justice, life, human dignity, individual freedom, wealth, private property, equality, human rights, and so on. All these values are the basis of human existence, outside of them it becomes partial, bold, disordered, it turns into a continuous mess, slips into nothingness, ruin, becomes hostile to a man, because it depersonalizes the life and even destroys it physically. The rule of law as a principle that is not identical with the rule by law, is read in the context of the natural-legal paradigm is not accidental, it in the value-semantic sense completely coincides with it. As evidenced by European legal development, this principle was formed in line with the natural law tradition, which is quite powerful, especially in the Anglo-Saxon legal culture. It comes from this culture that this principle has spread to continental legal development, gaining universal significance. In fact, this principle is revealed through a number of sub-principles, legal norms, procedures, customs, traditions, legitimized by society, means of ensuring human rights, and so on. In particular, the rule of law includes the principle of a man with his life, natural rights, honor and dignity as the highest value, the principles of justice, the principle of equality of subjects of law, the principle of respect for individual freedom, the principles of accessibility and authority, good faith, reasonableness decision-making, principles of proportionality, legal certainty, etc. All these meanings-values are interconnected, all together, being applied in practice, create an orderly human being, favorable for the assertion of the human person, his existence. All components of this megaprinciple are included in the content of legal standards.

The rule of law as a kind of mega-principle, which has a very extensive and deep humanistic meaning and content, should become the basis of legal meaning for a man and for the government, its bodies and officials. It depends on many factors of different plan. In this context, it is very important to interpret the components of the rule of law as a guide to action, program requirements, which are requirements-goals, requirements-tasks, requirements-benchmarks, i.e. meaningful, reasonable and have to be performed. These requirements can be developed, as the European Court of Human Rights does successfully, they can be specified, but they cannot be deviated from, they cannot be neglected, violated, they must be observed and enforced, etc.

Ukraine in the legal sense is quite blurred, uncertain, scattered. Many Ukrainian citizens are not ready to live following the law, in fact, they suggest Ukrainian law to be nothing more than a declaration. Unfortunately, there are many such marginals among lawyers themselves. That is, Ukrainians as a semantic legal community have not fully developed. To overcome the legal marginality of the individual, it is necessary to “appropriate” the legal meanings expressed by the national legal tradition, “to permeate them with consistency, to place oneself in the appropriate semantic field” (*Bratasyuk M, 2019*). The Ukrainian legal tradition, which has more than a thousand years of history (*Zaharchenko, 2019*), is natural law (*Gradova, 2013*) it is based on the same legal meanings that express the content of the rule of law. It is very important now, when carrying out legal reform, to turn to our natural-legal tradition, and to use that value-semantic core which underlies it. The idea of the rule of law with such semantic characteristics as interpretation of law as justice, good, common good, respect for human dignity, individual freedom, human life as a special value, reinforced by Christian tradition, respect for private property, the principle of good faith, individuality of punishment, punishment through a fair trial, etc. (*Bratasyuk V, 2015*) was formed in our national culture since the time of princely

Ukraine. This tradition must be revived, used in the development of the national legal system, overcoming the totalitarian legal legacy of contempt for man and law (*Bratasyuk M., Shevtsova, 2021*). The humanism that is potentially inherent in the rule of law, the standards of law, must become real. This is a difficult and arduous job for the entire nation, civil society and government. But this is the path to the rule of law, the fundamental principle of which is the rule of law. This state will not happen outside of it.

Good examples of legal meaning are demonstrated by the European Court of Human Rights, developing the principles and norms of the European Convention of Human Rights (*Evropeyska konvetsiya pro zahist prav i osnovnyh svobod lyudyny 1950*), which is the embodiment and expressive expression of universal legal meanings and principles, standards of law, its rule. Ukrainian lawyers have recently become acquainted with the principle of proportionality, the essence of which is to maintain a balance of interests of legal entities, compliance with the purpose and means of achieving it, and so on. The meaning of proportionality is that, equalizing the interests of the subjects of law, to organize, improve legal relations, harmonize human existence. Without finding this proportionality of interests, legal relations can collapse. The principle of legal certainty is the European Court's of Human Rights contribution to the development of the mega-principle of the rule of law. The semantic content of the principle of legal certainty affects the humanization of legislation and law enforcement, which certainly has a positive effect on the implementation and protection of human rights (*Kampo, Savchin, Sergienko, 2010*). The ultimate meaning of the application of the provisions of the Convention is to ensure the rule of law as a deeply humanistic principle of legal development. The law of the European Court of Human Rights is "alive" because it focuses on the most important meaning and value i.e. a person with his inalienable rights and freedoms, his full living, dynamic human existence, his harmony with life in general.

5. Conclusions

In summary, it can be stated that legal meaning-making is a process that develops together with people and society, depends on many factors of different kinds. Semantic emptiness, all sorts of destructive tendencies in social relations must be overcome by creating, asserting, multiplying, seeking, enriching and developing, strengthening legal meanings, values and ideals, principles and standards of law, legal customs and traditions. The people as a legal community are not just a population. It appears not when laws are passed, but when it is able to live in common meanings, that is, to be a sensible community. This requires a movement from unique legal meanings to the universal values of each individual who makes it, and, of course, special representatives in public authority bodies that directly carry out the legislative process and law enforcement. The realization of the rule of law as an integrated system of requirements is the key to avoiding failures in the extra-legal existence that occurs with individuals and people under certain conditions. It is on the basis of the rule of law that real Ukrainian European integration is possible.

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MODERN CRIMINAL-LEGAL PROBLEMS FORCED DISAPPEARANCE**Olena Denysiuk**

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Summary

The article is devoted to the investigation of criminal and legal problems of enforced disappearance in Ukraine, taking into account the realities of today. The prerequisites for the criminalization of enforced disappearance are considered. Separate elements of the composition of the criminal offense in question have been analyzed. Disagreement with the correctness of the legislator's definition of the object of the considered criminal offense has been justified. Attention is focused on the peculiarities of the subject of enforced disappearance, including in view of the changes made to the Criminal Code of Ukraine. Separate problems of responsibility for enforced disappearance have been identified. Emphasis is placed on the prevalence of the practice of enforced disappearances in Ukraine during the war, taking into account statistical data. The stages of regulation of the legal status of missing persons in Ukraine are studied: the key concepts of the adopted law, as well as the amendments made to it, are analyzed. Based on the results of the study, positive achievements of Ukrainian legislators were determined. At the same time, problematic issues that require legal settlement were emphasized. A conclusion was made about the need to take further measures for the formation of an effective mechanism aimed at attraction to the criminal liability of persons guilty of crimes of enforced disappearance, in order to avoid impunity.

Key words: enforced disappearance; missing persons, torture.

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1. Introduction

Enforced disappearance is one of the most brutal crimes today, which is primarily due to the extreme danger and seriousness of this offense. The lack of a unified approach to the qualification of enforced disappearance creates problems for Ukraine in bringing the perpetrators to justice.

Taking into account the fact that not so long ago a norm was enshrined in the national legislation, which provides for responsibility for the commission of enforced disappearance, the question of the construction of this norm, its place in the Special Part of the Law of Ukraine on criminal responsibility and application practices are practically not investigated in the science of criminal law.

The purpose of the study is to analyze the legal regulation of the prohibition of enforced disappearances in Ukraine, to identify problematic issues related to the imperfection of the established norm of enforced disappearances, and to find ways to solve them.

The task of the submitted material is to highlight the specifics of defining and establishing enforced disappearance as a crime in the legislation of Ukraine, researching the issue of responsibility for enforced disappearance in the realities of war.

During the research, the methods of analysis, comparison, generalization, as well as the statistical method were used, which made it possible to obtain positive results.

2. Socio-legal prerequisites of criminalization enforced disappearance

Since February 2014, our state has been in a state of undeclared war with the Russian Federation, which initially occupied and later annexed the Autonomous Republic of Crimea and the city of Sevastopol, and subsequently began military aggression in certain areas of the Donetsk and Luhansk regions. On April 14, 2014, the National Security and Defense Council of Ukraine announced the beginning of an anti-terrorist operation (ATO) aimed at countering the activities of illegal Russian and pro-Russian armed groups; as of April 30, 2018, its format was changed to a Joint Forces operation (JOF). The new phase of the armed aggression of the Russian Federation, which began on February 24, 2022, led to numerous casualties among military personnel and law enforcement officers, as well as among the civilian population, the occupation of part of the territories, significant economic losses for our country.

Ever since the occupation of Crimea in March 2014, Russia has been using enforced disappearances as a method of waging war, intimidation and suppressing resistance. Later, this practice became even more widespread in certain areas of Donetsk and Luhansk regions, but from February 24, the Russians began to really mass kidnap Ukrainians. To date, enforced disappearance is one of the most common crimes systematically committed by representatives of the aggressor state on the territory of Ukraine.

Back on June 17, 2015, Ukraine joined the International Convention for the Protection of All Persons from Enforced Disappearance (hereinafter referred to as the Convention) – an international legal act of a universal nature, which enshrines the right of a person not to be subjected to enforced disappearance (*Law of Ukraine, 17.06.2015, No. 525-VIII*). It is worth noting that until this moment, human rights defenders have been demanding Ukraine's ratification of the specified document for almost ten years (*Tsentr informatsiyi pro prava lyudyny, 2015*).

The international legal obligations undertaken by Ukraine led to the criminalization of enforced disappearance. According to the Law of Ukraine dated July 12, 2018 No. 2505-VIII "On the legal status of missing persons" (*Law of Ukraine, 12.07.2018, No. 2505-VIII*), the current Criminal Code of Ukraine was supplemented by Article 146-1 "Forcible disappearance".

3. Problematic aspects of the criminal legal norm

The simple composition of this criminal offense (Part 1 of Article 146-1 of the Criminal Code of Ukraine) provides for the arrest, detention, kidnapping or deprivation of liberty of a person in any other form, committed by a representative of the state, including a foreign one, with subsequent refusal to recognize the fact of such arrest, detaining, abducting or depriving a person of his liberty in any other form or concealing data about the fate or whereabouts of such a person. Part 2 of this article criminalizes the giving of an order or order to commit the actions specified in part one of this article, or the failure of the manager, who became aware of the performance of the actions specified in part one of this article, by his subordinates to take measures to stop them and not notify the competent authorities about the crime (*Law of Ukraine, 05.04.2001, No. 2341-III*).

Given that Art. 146-1 "Enforced disappearance" of the Criminal Code of Ukraine is relatively new for the domestic law on criminal responsibility, the question of its place in it, the construction of the norm and its application practice, given the large number of cases and the prevalence of this crime, require an urgent and at the same time thorough solution. Every enforced disappearance begins with the deprivation of the victim's freedom. One of the constituent elements of this criminal offense of its objective party is the refusal to recognize the fact of

deprivation of liberty and to inform about the fate and location of the victim. At the same time, such a refusal, as can be seen from the content of Part 1 of Art. 146-1 of the Criminal Code of Ukraine, may be expressed in any form and at any time after deprivation of liberty. In this way, enforced disappearance actually differs from many related crimes.

The current version of the disposition of Part 1 of Art. 146-1 of the Criminal Code of Ukraine – despite the fact that it literally repeats certain provisions of Art. 2 of the aforementioned Convention – does not take into account an important constructive element of enforced disappearance (in the international legal sense), namely the socially dangerous consequence of leaving a person without the protection of the law. I. B. Gazdaika-Vasylyshyn and T. I. Sozansky draw attention to this. (*Hazdayka-Vasylyshyn I.B., Sozans'kyi T.I., 2018: 24-27*). As a result of long discussions during the adoption of the text of the Convention, the ambiguous wording "as a result of which the person is left without the protection of the law" was adopted, which leaves it to the states to consider it either as a constituent element of the act of enforced disappearance, or as its consequence. At the same time, according to Andrushko A. V. At the same time, as A.V. Andrushko claims, the refusal to recognize the fact of deprivation of liberty or the concealment of data about the fate of such a person or his whereabouts automatically means leaving the victim without the protection of the law, and therefore there is no way to reproduce the convention provisions verbatim in national legislation need (*Andrushko A.V., 2021: 142-150*).

It should be emphasized that in international criminal law, enforced disappearance is recognized as a crime against humanity. Yes, in Art. 5 of the Convention states that "the widespread or systematic practice of enforced disappearances is a crime against humanity as defined in applicable international law and entails the consequences provided for by such applicable international law." (*International Convention adopted by UN General Assembly resolution 61/177, 2006*). According to subparagraph "i" of clause 1 of Art. 7 of the Rome Statute of the International Criminal Court, the enforced disappearance of persons committed as part of a large-scale or systematic attack on any civilian is classified as a crime against humanity (*Ryms'kyi statut Mizhnarodnoho Kryminal'noho Sudu, 1998*).

However, domestic parliamentarians placed the norm on this criminal offense in Chapter III "Criminal Offenses Against the Will, Honor and Dignity of a Person" of the Special Part of the Criminal Code of Ukraine. This approach is probably due to the essential characteristics of enforced disappearance in Art. 2 of the Convention, which specifies illegal actions in the form of "kidnapping" and "deprivation of liberty." Therefore, the direct object of a criminal offense according to Art. 146-1 of the Criminal Code of Ukraine is considered the will of a person.

In our opinion, the object of the encroachment under consideration is wrongly defined. The main immediate object of forced disappearance should be recognized as the social relations of the security of humanity. Therefore, we consider it expedient, for the sake of a correct understanding of the socio-legal nature of enforced disappearance, to move the rule on this criminal offense from Chapter III to Chapter XX of the Special Part of the Criminal Code of Ukraine "Criminal Offenses Against Peace, Human Security and International Legal Order" (Article 444-1).

Considering the content of the dispositions of parts 1 and 2 of Art. 146-1 of the Criminal Code of Ukraine, only a representative of a state, including a foreign state, can be recognized as a subject of enforced disappearance. That is, the subject of the researched action is special. According to the mentioned article (as amended at the time of its introduction into the Criminal Code of Ukraine), "state representative in this article should be understood as an official, as well as a person or group of persons acting with the permission, support or consent of the state"; "representatives of a foreign state in this article should be understood as persons who act as civil servants of a foreign state or undergo military service in the armed forces, police bodies, state

security bodies, intelligence agencies, or persons who hold positions in the specified or any other state bodies or bodies of local self-government of a foreign state, formed in accordance with its legislation, or acting on the orders of such persons, and also representatives of irregular illegal armed formations, armed gangs and groups of mercenaries created, subordinated, managed and financed by the Russian Federation, as well as representatives of the occupation administration of the Russian Federation, which consists of its state bodies and structures, functionally responsible for the management of the temporarily occupied territories of Ukraine, and representatives of self-proclaimed bodies controlled by the Russian Federation, who usurped the performance of official functions in the temporarily occupied territories of Ukraine" (*Law of Ukraine, 05.04.2001, No. 2341-III*).

However, in accordance with the Law of Ukraine dated December 1, 2022 No. 2812-IX "On Amendments to the Criminal Code of Ukraine on Improving Liability for Torture" Art. 127 of the Criminal Code of Ukraine, which criminalizes torture, was presented in a new version. Given the fact that the concept of "representative of a state, including a foreign state" is common to the new edition of Art. 127 of the Criminal Code of Ukraine and for Art. 146-1 of this Code, specified by the Law in the note to Art. 146-1 is excluded, instead of Art. 127 of the Criminal Code of Ukraine is supplemented by a note, according to paragraph 1 of which "state representatives in this article and article 146-1 of this Code should be understood as officials, as well as persons who act as officials, or act at their instigation or with their knowledge, or with their tacit consent." Thanks to this change, the concept of "representative of a state" now complies with the provisions of the UN Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment of 10 December 1984. It is worth noting the change in wording according to the note to Art. 127 of the Criminal Code of Ukraine: instead of "a person or a group of persons who act with the permission, with the support or with the consent of the state" appeared "persons who act as officials, or act at their instigation, or with their knowledge, or with their tacit consent".

According to paragraph 2 of the same note, "representatives of a foreign state in this article and Article 146-1 of this Code should be understood as persons who act as civil servants of a foreign state or undergo military service in the armed forces, police bodies, state security bodies, intelligence agencies bodies, or persons who hold positions in the specified or any other state bodies or local self-government bodies of a foreign state, formed in accordance with its legislation, or who act on the orders of such persons, and also representatives of irregular illegal armed formations, armed gangs and groups of mercenaries formed, subordinated, managed and financed by the Russian Federation, as well as representatives of the occupation administration of the Russian Federation, which includes its state bodies and structures functionally responsible for the management of the temporarily occupied territories of Ukraine, and representatives self-proclaimed bodies under the control of the Russian Federation, which usurped the performance of power functions in the temporarily occupied territories of Ukraine". As you can see, part 2 of the note does not differ from the note to Art. 146-1 of the Criminal Code of Ukraine, which was excluded.

Given the special legal status of military personnel, crimes committed by them pose a greater public danger than similar crimes committed by general subjects (*Orobets'K., 2006: 145*). The peculiarity of the subject of enforced disappearance is that he can be a serviceman of a foreign state: both a leader and his subordinate (a person who acts on his orders).

Examining the compliance of the provisions of the criminal law of Ukraine with the requirements of Art. 6 of the Convention, K. P. Zadoya came to the conclusion that the legislation does not provide comprehensive punishment for the actions of the chief in the presence

of the circumstances provided for in the specified contractual provision, since the norms of the Criminal Code of Ukraine do not cover the entire set of situations of failure by the chief to take measures to prevent or stop enforced disappearance (in the conventional sense) by his subordinates (*Zadoya K.P., 2015: 68-69*). The question of the responsibility of the direct manager of officials who committed actions related to the enforced disappearance of a person requires special attention of the legislator.

4. Topical issues of realization of criminal responsibility for enforced disappearance

The armed aggression against Ukraine actualized the need to ensure a quick, complete and impartial investigation of criminal offenses against peace, human security and international legal order and crimes against the foundations of Ukraine's national security, including enforced disappearance. In this context, the issue of adequate criminal-legal counteraction to enforced disappearance is quite important, including taking into account the need to ensure criminal prosecution of persons who currently hold managerial (especially higher) positions in the authorities of the so-called "DPR", "LPR", and also officials of state authorities (services, units), units (units) of the Armed Forces, law enforcement agencies and special services of the aggressor state involved in the commission of these crimes.

To date, despite the large number of cases of enforced disappearances, there is not a single verdict in criminal proceedings under Art. 146-1 of the Criminal Code of Ukraine. The latter simply do not come to court with indictments. At the same time, the rulings of local courts issued in criminal proceedings opened on the grounds of enforced disappearances indicate that data on the commission of these criminal offenses were entered into the Unified Register of Pretrial Investigations as early as 2018. However, these investigations have not been stopped even today. Based on the results of consideration of the submitted petitions, the investigative judges extend the period of the pre-trial investigation, since the implementation of all necessary investigative actions to identify the guilty parties requires additional time. Thus, the proceedings opened in 2018 and 2019 are still being investigated.

The above may indicate both the ineffectiveness of the pre-trial investigation, caused, among other things, by its specificity (the commission of a criminal offense provided for in Article 146-1 of the Criminal Code of Ukraine in the occupied territory), as well as problems in the application of the specified criminal law norm – the debatable nature of the definition of the object of the action, the question of the forms of the objective party and the special subject.

Among the main problems that arise and exist during investigations, it is worth mentioning:

- failure to enter information about a criminal offense into the Unified Register of Pre-trial Investigations;
- problems with determining the place of territorial jurisdiction for pre-trial investigation;
- lack of efficiency in the actions of law enforcement officers;
- lack of thoroughness during investigative (search) actions;
- lack of access by investigators to the crime scene (if it is about the occupied territory);
- insufficient exchange of information about criminal proceedings between various bodies of pre-trial investigation;
- lack of proper procedural management of pre-trial investigations, etc.

In addition, since most of the disappeared are residents of temporarily occupied territories, it is objectively impossible to investigate their disappearance.

5. Prevalence of enforced disappearances in wartime conditions

Human rights organizations collect data on the missing through direct contact with the families of the disappeared, and also send information requests to local self-government bodies, which in certain cases better than state bodies, keep records of missing persons in their territorial communities. Thus, the database of the "Peaceful Shore" NGO has collected data on 2,878 missing persons for the entire duration of the military conflict in the east of Ukraine, including 1,425 military personnel, 1,453 civilians, among the latter 56 children. At the end of May 2018, the database contained 1,148 missing persons, of which 150 were military, 998 were civilians, including 33 children, and 152 were unidentified dead. (*Asyeyev YU., Yehorova A., Zakharov B., Zakharov YE., Smelyans'ka YA., Tokarev H., 2018: 9*).

Since February 24, 2022, the non-governmental organization "ZMINA Human Rights Center" has documented at least 311 cases of enforced disappearance of Ukrainians in the occupied territories. The victims are active members of local communities, including representatives of local governments, journalists, volunteers, educators, religious and cultural figures, activists who did not agree with the occupation, or members of their families. Human rights activists point out that Russia also often kidnaps relatives of Ukrainian servicemen, veterans, representatives of law enforcement agencies, local businessmen and other people.

Of that number, 181 people were released, but 118 are still missing or in Russian captivity. The largest number of missing Ukrainians was recorded in the occupied south of Ukraine: 119 people were abducted in the Kherson region, 90 in the Zaporizhia region. There are currently 27 cases of enforced disappearances in the occupied areas of the Kharkiv region.

The aggressor state keeps Ukrainians in the occupied Crimea, in the Bryansk, Belgorod, Kursk, Rostov, and Ryazan regions. Civilians are often found next to military personnel, even in the same cells. Also, many Ukrainians are kept in the temporarily occupied territories of Ukraine (*Materials of the online conference of the ZMINA Center for Human Rights, 2022*).

The Kharkiv human rights group, together with its partners in the "Tribunal for Putin" (T4R) coalition, has been documenting war crimes since the first day of the full-scale war, using information from open sources and statements of victims or relatives. As of June 23, 2022, the database of the T4R initiative documented 1,625 victims of disappearances, among them 800 in Kharkiv Oblast, 399 in Kherson Oblast, 236 in Luhansk Oblast, 136 in Zaporizhia Oblast, and 54 in other oblasts.

Most of the victims of enforced disappearances were abducted from their homes. This indicates a clear intention to kidnap these people and excludes the factor of chance. At the same time, persons who were at work, on the road between populated areas, at roadblocks, and at rallies also experienced violent disappearances. Unlike those who disappeared at home, these are random people who became victims of a coincidence of circumstances, the behavior of the occupiers, the order to "detain everyone", etc.

According to preliminary qualification, 510 cases of enforced disappearances belong, including 77 in Kharkiv Oblast, 268 in Kherson Oblast, 26 in Luhansk Oblast, 111 in Zaporizhia, and 28 in the rest of the oblasts. Thus, during the first 120 days of the full-scale war, the number of enforced disappearances is already almost the same as in the 8 years of the previous stage of the war (*Information portal of the Kharkiv human rights group, 2022*).

6. Legal regulation of missing persons status

The term "missing person" usually means a person whose whereabouts are unknown to his relatives and/or who, on the basis of reliable information, has been declared missing in accordance with national legislation in connection with an international or non-international armed conflict, a situation of violence or unrest within the country, natural disasters, or in connection with any other situation that may require the intervention of a competent state authority (*Guidelines/Model Law on Missing Persons*).

Back in 2015, the Parliamentary Assembly of the Council of Europe emphasized the need to regulate the legal status of missing persons in Ukraine. In particular, in its Resolution 2067 (2015) "Disappearing persons during the conflict in Ukraine", it called on the Ukrainian authorities to create a specialized government body that would coordinate the work of all state and non-governmental organizations working on the issue of missing persons. Attention was also focused on the expediency of introducing provisions into the legislation guaranteeing the right of individuals to know what happened to their missing relatives; this would allow to ensure proper legal protection of missing persons and their relatives, as well as to settle the search issue in accordance with the standards of international humanitarian law and the recommendations of the Council of Europe (*Resolution 2067 of Parliamentary Assembly, 25.06.2015*).

The Law of Ukraine "On the Legal Status of Missing Persons" was based on a document developed by the International Committee of the Red Cross and as close as possible to the standards of international humanitarian law. It contains the basic norms intended to be used by any state in the world when developing legislation aimed at protecting missing persons. The advantage of the law is the individualization of the legal status of persons who have disappeared in connection with the armed conflict, since the conditions that contributed to the disappearance are specific and the risks to life are high.

In the sense of the Law of Ukraine dated July 12, 2018 No. 2505-VIII "On the Legal Status of Missing Persons", a "missing person" is a natural person for whom there is no information about his whereabouts at the time the applicant submits a statement about him search (*Law of Ukraine, 12.07.2018, No. 2505-VIII*). A person acquires the status of missing person from the moment of submission of the relevant search application; also the basis for this is a court decision. The entire search procedure – from filing an application to establishing the fact of death, exhuming the remains and handling them – is defined in detail. The recording of the list of relatives of a missing person deserves a positive assessment, thanks to which it is possible to avoid cases of refusal to search for a person with reference to an inappropriate applicant. For the first time in domestic practice, the law prohibits discrimination against missing persons and their relatives on the basis of any signs, which indicates the establishment of the principle of respect for the honor and dignity of citizens, foreigners and stateless persons in the state.

It is also necessary to create:

– The Commission on Missing Persons, which will ensure the cooperation of state bodies responsible for the search, will involve national and international organizations, and will coordinate their efforts. The Commission should include representatives of the National Police, the SBU, the Prosecutor General's Office, the Ministry of Defense, the Commissioner for Human Rights of the Verkhovna Rada of Ukraine, the Red Cross, and others. The main task of the Commission is to find out the fate and whereabouts of missing persons;

– The unified register of missing persons – an electronic database that will contain information about missing persons, information about unidentified remains, as well as the presence or absence of a court decision to recognize wanted persons as missing or declared dead.

The task of the register is to accumulate and centralize information about such persons, record information necessary for effective search.

At the same time, normative legal acts for the implementation of the Law of Ukraine "On the Legal Status of Missing Persons" were adopted only after the Human Rights Commissioner of the Verkhovna Rada of Ukraine submitted a submission to the Prime Minister of Ukraine regarding the implementation of the provisions of this law. As a result, the order of the Cabinet of Ministers of Ukraine dated April 10, 2019 No. 248-r "On the formation of the Commission on issues of persons missing under special circumstances" and the resolution of the Cabinet of Ministers of Ukraine dated May 22, 2019 No. 433 "On approval of the Procedure for the payment of average earnings to persons authorized to perform the functions of the state, who went missing during armed conflict, hostilities, disturbances within the state or in connection with the performance of official duties" to eliminate the consequences of emergencies of a natural or man-made nature" the creation of a corresponding body was initiated, but in 2019 it did not become operational (the regulation on the operation of the commission was approved only in 2020).

On April 14, 2022, the Law of Ukraine "On the Legal Status of Missing Persons" was amended (*Law of Ukraine, 26.04.2022, No. 2191-IX*). The title (by adding the phrase "under special circumstances") and the preamble underwent editorial clarifications; from now on, the Law defines the legal status of persons missing under special circumstances and provides legal regulation of social relations related to the acquisition of the legal status of persons missing under special circumstances, with registration, tracing and social protection of such persons and their family members. For the purposes of this Law, armed conflict, military operations, temporary occupation of a part of the territory of Ukraine, emergency situations of a natural or man-made nature are considered special circumstances.

To Art. 1 of the Law, instead of the term "person missing in connection with an armed conflict", the term "person missing under special circumstances" was excluded. According to the Law, such a person is a person who went missing in connection with an armed conflict, hostilities, temporary occupation of a part of the territory of Ukraine, natural or man-made emergencies (*Law of Ukraine, 26.04.2022, No. 2191-IX*). The above testifies to the expansion of the circle of persons to whom this Law applies.

The Law is also supplemented with the term "search group", which should be understood as the humanitarian mission of bodies authorized to register and/or search for persons who have gone missing under special circumstances, as well as to perform other functions related to the implementation of this Law, organizations and/ or individual persons, aimed at searching for persons missing under special circumstances, their remains, searching for and fixing burial places of persons missing under special circumstances, carrying out the removal of bodies (remains) of deceased (deceased) persons and removal of their remains. Search groups have the right to collect information (information, data), human remains and other materials in agreement with the National Police of Ukraine. For this purpose, if necessary, with the permission of the central executive body that implements state policy in the field of compliance with the norms of international humanitarian law throughout the territory of Ukraine, search groups have the right to establish contacts with legal entities and individuals in the temporarily occupied territories in the Donetsk and Luhansk regions, the Autonomous The Republic of Crimea and the city of Sevastopol, other temporarily occupied territories of Ukraine. The procedure for the creation and operation of search groups is determined by the Cabinet of Ministers of Ukraine (*Law of Ukraine, 26.04.2022, No. 2191-IX*).

The article of the Law on acquiring the legal status of a person who has disappeared under special circumstances has also undergone changes. Now, a person acquires the status

of missing under special circumstances from the moment of entering the information about him, contained in the statement about the fact of disappearance, into the Unified Register of Persons Missing under Special Circumstances, in accordance with the procedure provided for by this Law, and is considered such, who went missing under special circumstances, from the moment the applicant submitted a statement about the fact of the person's disappearance (*Law of Ukraine, 26.04.2022, No. 2191-IX*).

It is worth noting that in the text of the Law, the word "Commission" in all cases is replaced by the word "Commissioner" in the corresponding case in connection with the establishment of the institution of the Commissioner for Issues of Persons Disappeared Under Special Circumstances. The law stipulates that the authorized person is an official of the central executive body that implements state policy in the field of compliance with the norms of international humanitarian law throughout the territory of Ukraine, which is entrusted with the authority to coordinate the search for persons who have gone missing under special circumstances, and to resolve other issues related to related to this (*Law of Ukraine, 26.04.2022, No. 2191-IX*).

So, we can talk about the positive dynamics of the settlement of issues related to missing persons, taking into account the fact that the legislation of Ukraine is developing in accordance with the norms of international law, balancing the system of concepts and the creation of appropriate bodies and procedures for the search for missing persons in the conditions of military operations on the territory of Ukraine.

However, to date, the Unified Register of Persons Disappeared Under Special Circumstances has not been created; however, by order of the Ministry of Internal Affairs of Ukraine dated August 29, 2022 No. 535, the Regulation on the Unified Register of Persons Disappeared Under Special Circumstances was approved, which determines the procedure for its maintenance, filling, the procedure for accessing the Register information, etc (*Order of the Ministry of Internal Affairs of Ukraine, 29.08.2022, No. 535*).

Since the beginning of the armed conflict, various data on the missing have been published. However, such information does not reflect the real scale of the situation, as it is usually data only on those persons who went missing during hostilities. Records of civilians who have gone missing in the temporarily occupied territories are not kept. It is also impossible to name the exact number of persons who were abducted and moved to the territory of the Russian Federation.

On January 27, 2022, the Parliamentary Assembly of the Council of Europe adopted a resolution on ending enforced disappearances on the territory of the Council of Europe states with amendments by the Ukrainian delegation regarding relevant incidents in occupied Crimea, certain areas of Donetsk and Luhansk regions, and temporarily occupied territories of Ukraine. One of the approved amendments of the Ukrainian delegation refers to the call to the member states of the Council of Europe to introduce sanctions against state bodies, state-controlled groups and persons involved in cases of enforced disappearance on the territory of the member states of the Council of Europe or who obstruct the effective investigation of such cases. (*Resolution of Parliamentary Assembly of the Council of Europe, 2022, No. 2425*). In addition, the Ukrainian side managed to add the clause on the definition of the crime of enforced disappearances in accordance with the UN Convention, proposing that "the statute of limitations, if it is applied to enforced disappearances, should be long and proportional to the extreme gravity of this crime, and also take into account its long-term nature."

It is worth noting that most of the disappeared are ordinary citizens who did not express their civic position actively, did not work in state structures or religious organizations. It is difficult, and sometimes impossible, to establish the reasons for their disappearance. According to one of the versions, such chaotic abductions were carried out to terrorize the local population.

On the other hand, it also means that there are no special risk groups, entering into which there is a high chance of becoming a victim of enforced disappearance, and not belonging to them, one can claim that a person is safe. In fact, all residents without exception are at risk in the temporarily occupied territories (*Information portal of the Kharkiv human rights group, 2022*).

It is important to focus the efforts of the law enforcement and judicial systems of Ukraine on ensuring the principle of inevitability of criminal responsibility and punishment of guilty persons, the basis of which is, first of all, the introduction of uniform qualification standards. Along with this, we consider it necessary to provide in the law of Ukraine on criminal liability a punishment that adequately reflects the severity of enforced disappearance.

Quite often, enforced disappearances are combined with torture or ill-treatment. There are also frequent reports that before the disappearance, witnesses saw the victim being beaten or abused. It happened more often when the victim tried to hide or run away. In addition, released victims reported that physical violence against them continued even in places of detention (*Information portal of the Kharkiv human rights group, 2022*).

The qualification of enforced disappearance as a criminal offense, which is not subject to the statute of limitations, is an important guarantee against impunity. This also applies to amnesty or similar measures, which should not be extended to this act. Taking this into account in national legislation will help to avoid impunity for the commission of enforced disappearance.

7. Conclusions

Today enforced disappearance is one of the most common crimes, especially considering the war in Ukraine. And unfortunately, the practice of enforced disappearances still remains unpunished, since since 2018 not a single sentence under Art. 146-1 of the Criminal Code of Ukraine was not adopted.

The reasons for this are both the ineffectiveness of the pre-trial investigation, caused, among other things, by its specificity, and problems in the application of the specified criminal law norm.

In our opinion, at the root of the problems with bringing the perpetrators to justice is the lack of a unified approach to the qualification of enforced disappearance, which is an issue that needs an urgent solution.

We consider it necessary to emphasize that the main direct object of enforced disappearance should be recognized as the social relations of the security of humanity, enshrining what is indicated in the law of Ukraine on criminal responsibility. This will lead to a correct understanding of the essence of the investigated criminal offense. In addition, it is worth reviewing the provisions of Art. 146-1 of the Criminal Code of Ukraine, the amount of punishment and to establish such that would correspond to the gravity of this crime.

Also, the issue of responsibility of the direct manager of officials who committed actions related to the enforced disappearance of a person requires special attention of the legislator.

And although the legislation of Ukraine is currently actively developing and improving, as evidenced by the latest changes to the laws of Ukraine analyzed during the study, many issues necessary for the formation of an effective basis for effective criminal-legal counteraction to acts of enforced disappearance still need to be resolved.

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REPRESENTATIVE BODIES IN UKRAINE: DOCTRINAL DEVELOPMENTS

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Summary

The author analysis of the state of research of the sub-institutes of individual representative bodies. The author starts with the fact that this group of studies is the most extensive in the science of constitutional law, because the subject of constitutional law is traditionally considered to be two groups of social relations, which are significant in terms of their volume – these are the foundations of the legal status of the individual and the foundations of constitution systems of public authorities. It is within the scope of the second group of social relations that all representative bodies of public power in Ukraine are investigated. And therefore, conducting a detailed review of the state of research of the sub-institute of representative bodies of public power within the scope of this work seems ineffective.

The modern Ukrainian literature in constitutional law lacks monographical researches, when it comes about the representative bodies as they are –dedicated separately to the Parliament, to the Head of the state, to the local councils and to the Heads of the territorial collectives. There are some researches on these topics, but most of them are rather old – so, both of the four topics require ‘refreshing’. The absence of such researches creates certain difficulties for the scientists, that analyze the indirect democracy in general. As for the works, mentioned in this article, the author summarizes that not all authors, when researching representative bodies, pay due attention to their representative character. But works in which researchers "focus" on a more detailed analysis of the creation and especially the functioning of representative bodies is also useful for researchers of the institution of representative democracy.

Key words: democracy, direct democracy, people's power, public power, public authorities, human rights, political rights.

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1. Introduction

For decades, direct democracy was opposed to representative democracy. Researchers traditionally name a number of advantages of direct democracy and emphasize that precisely because of them, despite all its shortcomings, it will always have an advantage over representative democracy. Scientists consider the following to be among such advantages: citizens actively exercise their political rights, participating in the political process – in elections, referenda, general meetings of citizens at their place of residence, exercising freedom of speech on political issues, freedom of thought in this area, etc. Thus, direct democracy affects political activity, and therefore has an effect on the institution of representative democracy. This influence is quite clearly manifested in the recall of representatives elected to public authorities (one-person or collegial).

That is why it is essential to continue the further researches in this area. Also, it is important that they would mind the existence of the multiply representative bodies within one country.

Research methods, used in this article, are as follows: legal synthesis and analysis, inductive, deductive, comparative (horizontal comparison, the author draws parallels between the Ukrainian representative bodies), hermeneutical. The author of the article uses the anthropological, system and axiological methodological approaches.

The aim of the article is to give the overview of the Ukrainian constitutional law scientists' works on the Ukrainian representative bodies.

There is no doubt about the fact that historically the first form of democracy was direct democracy. And representative democracy, which is now considered as a "paired" form to it, arose later. Representative democracy arose in order to eliminate the shortcomings of direct democracy – the lack of a professional approach in solving important issues of state and local importance, the duration and resource-intensive procedures and processes of direct democracy, etc.

Moving on to the analysis of the state of research of the sub-institutes of individual representative bodies, we should start with the fact that this group of studies is the most extensive in the science of constitutional law, because the subject of constitutional law is traditionally considered to be two groups of social relations, which are significant in terms of their volume – these are the foundations of the legal status of the individual and the foundations of constitution systems of public authorities. It is within the scope of the second group of social relations that all representative bodies of public power in Ukraine are investigated. And therefore, conducting a detailed review of the state of research of the sub-institute of representative bodies of public power within the scope of this work seems ineffective (see, for example, (*Qaracaev, Mishyna*).

Below, one work will be described for each of the types of representative bodies in Ukraine:

- Verkhovna Rada of Ukraine;
- President of Ukraine;
- municipal bodies (local councils; village, settlement, city heads).

2. The Parliament – Verkhovna Rada of Ukraine

One of the most famous monographic works dedicated exclusively to the Parliament of Ukraine – Verkhovna Rada of Ukraine – belongs to the authorship of I.E. Slovskaia. This is her dissertation for obtaining the scientific degree of Doctor of Legal Sciences on the topic "The Verkhovna Rada of Ukraine in the system of domestic Parliamentarianism: a constitutional and legal study" and related publications to it.

In her work, the author uses the adjective "representative" quite "generously". Thus, in the introduction to her study, she consistently talks about the Verkhovna Rada of Ukraine as a "nationwide representative body (*Slovska, 7*), singles out the "representative direction of activity of the Verkhovna Rada of Ukraine" (*Slovska, 7*) and emphasizes that the Parliament of Ukraine has "representative functions and powers" (*Slovska, 7*).

First, the monographic study of I.E. Slovskaia attracts the attention of those who analyze the institution of representative democracy in Ukraine with its weighty historical excursion. In her work, the "doctrine about the periodization of the main stages of the genesis of scientific views on representative bodies of government – the focus is on the formation of a parliament, close to the modern type, in the system of parliamentarism:

- the pre-Soviet stage (beginning of the 20th century – 1920);
- the Soviet stage (1919 – 1990);
- the post-Soviet transitional stage (1990 – 1996);
- modern stage (1996 – present time)" (*Slovska, 17*).

A thorough analysis conducted by I. Slovka provides an opportunity to use its results and not conduct your own historical-constitutional research.

Secondly, I. Slovka pays considerable attention to the issues of popular representation, which is of interest to those who study the institution of representative democracy. For example, she entitled Chapter 1 of her study "The political and legal system of parliamentarism – a special form of popular representation based on the supremacy of the parliament: theoretical and methodological foundations" and consistently revealed this issue in it. It is in this section that the author "justifies that the parliament is the only state-wide, national body of people's representation (representative body of the people) in view of its elective and collegial nature, competence and legal force of decisions" (*Slovka, 13*). In addition, she formulated the author's definitions of the terms "parliament", "parliamentarism", and others.

The focus of the author's attention is always centered around representation. For example, as an interim conclusion, she notes that "discussions about the representative nature of the parliament, its place and role in the system of the state apparatus, are not intended to diminish the importance of other bodies of state power. Each of the links is a necessary and integral component of power and is endowed with a special constitutional status. But the purpose of the parliament itself is to express the will of the people and give it a universally binding character through the adoption of laws" (*Slovka, 14*). One should fully agree with this generalization.

Finally, I.E. Slovka pays considerable attention to the processes and procedures used in the Parliament, and almost ignores the issue of the constitutional status of members of the Verkhovna Rada of Ukraine (although she rightly noted that "representatives of the people, realizing the needs of social practice, form ideology, the legal system, and even morality and customs state" (*Slovka, 33*)). Such an approach can hardly be considered fruitful. Moreover, the deep analysis of issues of parliament and parliamentarism makes the opinion of I.E. Slovka is important and influential in this field.

3. The Head of the State – President of Ukraine

One of the most famous monographic works dedicated to the Head of the Ukrainian State – the President of Ukraine – is authored by G.V. Zadorozhna. This is her dissertation for obtaining the scientific degree of Doctor of Legal Sciences on the topic "Constitutional status of the head of state in Ukraine and foreign countries: a comparative analysis" and related publications to it.

It is worth noting that, despite the detail and thoroughness of this monographic work in the analysis of all aspects of the legal status of the heads of state in the republics, the author ignores the question of whether the mandate of the President of Ukraine should be considered representative, or whether the head of state belongs to the number of representative bodies. She mentions representation only in subsection 4.1 "Representational competence of the head of state in Ukraine and foreign countries."

In this subdivision, G.V. Zadorozhna noted that "the representative competence of the head of state is determined by the political and legal appointment in the state mechanism, defined by the Constitution and laws of Ukraine, a complex of state-power powers in the sphere of relations and representation of the state both at the international level and within the country, the implementation mechanism which are provided for by the norms of national and international law" (*Zadorozhna, 13*). Taking this into account, she suggested separating the internal representative competence of the head of state and the external representative competence of the head of state. As for other issues of the election and work of the Head of State, this work remains the most thorough in the science of constitutional law of Ukraine.

Professor Zadorozhnyia paid a lot of attention to the actuality of her research. It is very persuasive, how she argues this – and one should agree, that ‘Ukraine has chosen European integration as its priority foreign policy course a strategy that necessitates the adaptation of national legislation to legal system of stable democracies. Institute of the head of state as a social the legal phenomenon has a universal meaning for all legal systems of the world, therefore scientific value of comparative analysis of constitutional legislation, state-building practice and doctrinal studies in the aspect of research the constitutional and legal status of the head of state is justifiably not limited to no time limits, nor borders of national states’ (*Zadorozhnyia, 1*). This was persuasive in 2016, this is still persuasive – so far, the legislation in the field hasn’t changed a lot.

To make a preliminary conclusion, the purpose of the reviewed study, according to its author, was to research through the prism of highlighting the concept and elements of the constitutional status of the head of the state, the specifics of the legal regulation of its status, place and role of the head of state in the system of the state apparatus of Ukraine and foreign countries to determine the current state and shortcomings of the constitutional status of the head of state, based on what to develop the concept of improving the constitutional and legal status of the chapter states in Ukraine, taking into account the legislative experience and practice of foreign countries.

4. Ukrainian municipal bodies (local councils; village, settlement, city heads)

One of the most famous specialists in municipal law of Ukraine, Professor O.V. Batanov noted that "constitutional provisions regarding the fact that 'the bearer of sovereignty and the only source of power in Ukraine is the people' and that 'the people exercise power directly and through state authorities and local self-government bodies' became a normative and methodological basis for the constitution identification of public power and its differentiation into direct people's power, state and municipal power" (*Batanov, 176*). Accordingly, it is expedient to also analyze the work of scientists regarding local self-government bodies.

One of the most famous monographic works dedicated exclusively to collegial representative bodies of local self-government in Ukraine – local councils – is authored by O.Yu. Lyaluk. This is his thesis for obtaining the scientific degree of candidate of legal sciences on the topic "Fundamentals of the organization and activity of local councils in Ukraine" and related publications to it.

The author formulates the importance of his research as follows: "the leading place in the system of local self-government bodies belongs to local councils as representatives of the will of territorial communities, representatives and defenders of their needs and interests. Therefore, the strengthening of the foundations of local self-government should begin with these bodies. Unfortunately, the foundations of the organization and activity of local councils have so far remained beyond the attention of the Ukrainian scientists and were not the subject of an independent dissertation study. The specified factors determine the relevance of the topic of this dissertation research, its essential importance for municipal legal theory and practice" (*Lyaluk, 2*). In general, one can agree with this approach, especially taking into account the fact that the author emphasizes the representation of interests carried out by city councils in relation to territorial communities.

The fact that the author considers that local councils are representative bodies is repeatedly emphasized in the work. First, the author calls local councils "representative collegial bodies of local self-government" (*Lyaluk, 3*). Secondly, this characteristic of the studied bodies

formed the basis of the fact that the dissertation "proposed the author's concept of reforming the territorial basis of the organization and activity of local councils, which provides for a two-level system of representative bodies of local self-government, optimization of the administrative-territorial system and the introduction of settlements as basic administrative territorial units" (*Lyaluk, 4*). Once again, it is worth emphasizing that this work is not the only study of local councils as representative collegial bodies of local self-government, but is the main one for researchers of the institution of representative democracy from the point of view of its complexity and systematicity.

One of the most famous monographic works devoted exclusively to village, settlement and city heads in Ukraine is authored by Yu.Yu. Baltsiy. This is his thesis for obtaining the scientific degree of candidate of legal sciences on the topic "Legal status of the city mayor in Ukraine" and related publications to it.

This monographic work remains leading when it comes to village, settlement, and city heads. From the point of view of the study of the institution of representative democracy, it is worth emphasizing: the author ignores the question of whether these one-person bodies of local self-government are representative.

For example, Yu.Yu. Baltsiy noted that "on the basis of the system-functional approach, three main subjects (bodies) are distinguished in the system of Ministry of Internal Affairs and Communications: village, settlement, and city head; representative OMSU; the executive body of the representative local self-government bodies" (*Baltsiy, 9*). The fact that the local council is called a "local self-government body" and not, for example, a "collegiate local self-government body" gives reason to presume that the author does not consider village, settlement, and city heads to be among the representative bodies of local self-government.

Likewise, there is no mention of representation, representative nature, and the characteristics of city mayors. The author summarizes that "the mayor is an individual subject who, according to the law, is called upon to exercise public self-governing (municipal) power. The election of this official by members of the territorial collective testifies to her important place both in the system of the Ministry of Internal Affairs and the mechanism of its implementation" (*Baltsiy, 12*). Again, in this context, a mention of representation would not be out of place.

There is no mention of representation even when Yu.Yu. Baltsiy describes the place of the mayor in the system of local self-government bodies. He notes that "the mayor occupies one of the central positions in the system of the local self-government bodies in both the statutory and functional aspects, since he is the main official of the city TG, which acts as the primary subject of the local self-government, formed by it and accountable to this community" (*Baltsiy, 12*).

The author uses the adjective "representative" only in the context of the analysis of the mayor's powers. According to Yu.Yu. Baltsiy, "normative analysis of the powers of the mayor in various spheres of functioning of the territorial collective and the bodies formed by it makes it possible to single out the following groups of them: organizational (related to the organization of the work of the city council and its executive committee); to ensure implementation by the city territorial collective of forms of direct expression of will; in the field of development of the territory on which the TG functions and the Ministry of Internal Affairs is carried out, as well as in the field of budget and finance; administrators; representative..." (*Baltsiy, 13*). It is hardly sufficient. Nevertheless, it is worth emphasizing once again – the analyzed work, despite the indicated shortcoming, remains key when it comes to city heads (and by analogy, these provisions can also be applied to village heads and village heads).

5. Conclusions

The modern Ukrainian literature in constitutional law lacks monographical researches, when it comes about the representative bodies as they are –dedicated separately to the Parliament, to the Head of the state, to the local councils and to the Heads of the territorial collectives. There are some researches on these topics, but most of them are rather old – so, both of the four topics require ‘refreshing’. The absence of such researches creates certain difficulties for the scientists, that analyze the indirect democracy in general.

As for the mentioned works, it should be summarized that not all authors, when researching representative bodies, pay due attention to their representative character. But works in which researchers "focus" on a more detailed analysis of the creation and especially the functioning of representative bodies is also useful for researchers of the institution of representative democracy.

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UPDATE OF THE LEGAL STATUS OF CAPTIVE SERVICEMEN OF THE ARMED FORCES OF THE RUSSIAN FEDERATION

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Summary

The scientific article is devoted to the analysis of the criminal-executive and international humanitarian-legal nature of the special legal status of prisoners of war originating from a country with the status of a state-sponsor of terrorism, the ruling elite of which is granted the status of a terrorist in the international order, conducted on the basis of a scientific understanding of the conventional legal framework.

Theoretical constructions and proposals for the potential future adoption of norms of international law regarding the difference in the legal status of prisoners of war countries, whose ruling regime is recognized as terrorist, and which themselves are state-sponsors of terrorism, are formulated.

It is noted that the current international norms apply a universal approach to determining the legal status of prisoners of war, and without reference to individual possible legal statuses of states. Therefore, the current norms establish the same legal status for prisoners of war, including those of the state whose ruling regime is recognized as terrorist, and the country itself is a state sponsor of terrorism. It is emphasized that international humanitarian law is actually endowed with a compromise character between the principles of humanity and military necessity.

It is substantiated that prisoners of war – representatives of the armed forces and other armed formations of the Russian Federation, as countries with the status of state-sponsors of terrorism, whose ruling regime is internationally recognized as terrorist, should receive a specific legal status aimed at deterring the continuation or escalation on the part of the terrorist country. The conditions and limitations of the legal status of this category of prisoners of war have been formulated, which should form a special legal status of prisoners of war.

Based on the scientific systematization of the facts, it is noted that the UN is obviously experiencing a multi-year and systemic crisis, turning into a stage for verbal demarches. It is noted that in such a discredited status, the UN is unable to update the international humanitarian legal framework and is subject to critical reform.

Key words: war crimes in Ukraine, special legal status of prisoners of war, treatment of prisoners of war in places of detention, reforming the UN.

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1. Introduction

The world history of wars led to the emergence of a number of specialized international contractual acts. At the same time, the years after the First and Second World Wars were especially stormy periods of consolidation at the international level of the rules of warfare, the rules of treatment of prisoners of war, etc. At that time, an understanding was reached at the international level of the need to do everything possible to prevent wars in the future, which, however, seems to be a somewhat utopian idea today. Among other things, international organizations – first the League of Nations, then the United Nations (hereinafter referred to as the UN) – became tools for preventing wars at that time. The aforementioned international contractual acts were adopted at the level of such organizations. These include, in particular: Convention for the Adaptation to Maritime Warfare of the Principles of the Geneva Convention (*Convention for the Adaptation to Maritime Warfare of the Principles of the Geneva Convention, 1907*); Convention respecting the Laws and Customs of War on Land and its annex: Regulations concerning the Laws and Customs of War on Land (*Convention respecting the Laws and Customs of War on Land and its annex: Regulations concerning the Laws and Customs of War on Land, 1907*); Convention respecting the Rights and Duties of Neutral Powers and Persons in Case of War on Land (*Convention respecting the Rights and Duties of Neutral Powers and Persons in Case of War on Land, 1907*); Convention relating to certain Restrictions with regard to the Exercise of the Right of Capture in Naval War (*Convention relating to certain Restrictions with regard to the Exercise of the Right of Capture in Naval War, 1907*); Convention concerning the Rights and Duties of Neutral Powers in Naval War (*Convention concerning the Rights and Duties of Neutral Powers in Naval War, 1907*); Convention for the Amelioration of the Condition of the Wounded and Sick in Armed Forces in the Field (*Convention for the Amelioration of the Condition of the Wounded and Sick in Armed Forces in the Field, 1949*); Convention for the Amelioration of the Condition of Wounded, Sick and Shipwrecked Members of Armed Forces at Sea (*Convention for the Amelioration of the Condition of Wounded, Sick and Shipwrecked Members of Armed Forces at Sea, 1949*); Geneva Convention relative to the Treatment of Prisoners of War (*Geneva Convention relative to the Treatment of Prisoners of War, 1949*); Geneva Convention relative to the Protection of Civilian Persons in Time of War (*Geneva Convention relative to the Protection of Civilian Persons in Time of War, 1949*); Protocol Additional to the Geneva Conventions of 12 August 1949 and Relating to the Protection of Victims of International Armed Conflicts (Protocol I) (*Protocol Additional to the Geneva Conventions of 12 August 1949 and Relating to the Protection of Victims of International Armed Conflicts (Protocol I), 1949*); Protocol Additional to the Geneva Conventions of 12 August 1949, and Relating to the Protection of Victims of Non-International Armed Conflicts (Protocol II) (*Protocol Additional to the Geneva Conventions of 12 August 1949, and Relating to the Protection of Victims of Non-International Armed Conflicts (Protocol II), 1949*).

However, today we are able to realize that the modern war, an example of which is the Ukrainian-Russian war, is a completely different type of war, which, quite possibly, does not fall under the previously proposed and formalized model of war. At least, it seems that before, mankind did not encounter the practice of formalizing wars, in which the ruling regime of one of the parties to the conflict was recognized as terrorist unilaterally by individual countries, or even internationally, and such a belligerent country itself was declared a state sponsor of terrorism. This problem, at least for Ukrainian legal science, is new and previously not considered, which determines the novelty of this study.

Therefore, the **purpose** of this study is to investigate individual issues of the inconsistency of modern international humanitarian legal regulation in terms of the theoretical differences between the status of a prisoner of war of the armed forces of a conventional "conventional" state and the status of a prisoner of war of the armed forces of a state whose ruling regime is recognized as terrorist.

At the same time, in order to achieve the goal of the research, we set a number of accompanying **tasks**, namely:

1. Justification of the fact that the existing international humanitarian legal framework (with the exception of the parts related to the goals and principles of regulation in this field) is gradually losing its relevance and needs immediate updating in accordance with modern requirements.

2. Formulation of a theoretical construction and putting it forward as a proposal for the potential future adoption of norms of international law regarding the difference between the legal status of prisoner-of-war countries, whose ruling regime is recognized as terrorist, and they themselves are state-sponsors of terrorism, from the legal status of prisoner-of-war countries that have not acquired such status.

3. Scientific systematization of the evidence that the UN actually lost the status of a universal international organization capable of guaranteeing peace to humanity, and therefore should be eliminated or significantly reformed (using the example of the Ukrainian-russian war).

Methodology. We used a number of scientific methods during the implementation.

General scientific methods of analysis and synthesis were applied when studying the norms of the international contractual acts considered in the research materials. The general scientific method of deduction was used when formulating a conclusion about the relevance and applicability of the norms of international humanitarian treaty law in the conditions of modern warfare, in particular, in the context of today's Ukrainian-russian war.

The method of collecting empirical data (statistical method) was used during the collection of all publicly available materials on issues of interest to this scientific study. The historical method was used in the study of the history of the UN in relation to its influence on countries with the status of state sponsors of terrorism. The modeling method was used in the formation of an argument regarding the unfairness of applying a general approach to granting the status of prisoners of war to representatives of the armed forces and other armed formations specifically of the Russian Federation as a country with the status of a state sponsor of terrorism, the ruling elite of which is granted the status of a terrorist in the international order, as well as all states in general with a similar status. The methods of forecasting and extrapolation were used in the course of providing proposals for establishing additional options for the legal status of the proposed theoretical model of prisoners of war – representatives of the armed forces and other armed formations of countries with the status of state sponsors of terrorism, the ruling elite of which is granted the status of a terrorist in the international order.

2. Modern legal status of prisoners of war

To determine the main provisions in this matter, we must refer to two relevant international treaty acts in the field of international humanitarian law – the Geneva Convention relative to the Treatment of Prisoners of War and the Convention for the Amelioration of the Condition of the Wounded and Sick in Armed Forces in the Field. Yes, in the sense of clause A of Art. 4 of the Geneva Convention on the Treatment of Prisoners of War, prisoners of war are several categories of persons, namely:

- «personnel of the armed forces of the parties to the conflict, as well as members of the militia or volunteer units that are part of these armed forces;
- members of other militias and volunteer units, in particular members of organized resistance movements, who belong to one of the parties to the conflict and operate in their territory or outside its borders, even if this territory is occupied, provided that these militias or volunteer units, in particular organized resistance movements, meet the following conditions:
 - a) they are commanded by a person who is responsible for his subordinates;
 - b) they have a permanent distinctive mark, well recognized from a distance;
 - c) they carry their weapons openly;
 - d) they conduct their operations in accordance with the laws and customs of war;
- members of the regular armed forces who declare their allegiance to a government or authority not recognized by the detaining power;
- persons who accompany the armed forces but are not actually part of them, such as civilians from the crews of military aircraft, military correspondents, suppliers, personnel of the work units or domestic services of the armed forces, provided that they have received the permission to do so from those armed forces of the forces they accompany, for which the latter issue them identity cards...;
- members of the crews of vessels of the merchant fleet, in particular captains, pilots and mates, as well as the crews of civil aircraft of the parties to the conflict, who do not enjoy more favorable treatment under any other provisions of international law" (*Geneva Convention relative to the Treatment of Prisoners of War, 1949*). A similar definition of prisoners of war is given in the provision of Art. 13 of the Convention for the Amelioration of the Condition of the Wounded and Sick in Armed Forces in the Field (*Convention for the Amelioration of the Condition of the Wounded and Sick in Armed Forces in the Field, 1949*).

Accordingly, the above regulations apply a universal approach to the definition of prisoners of war. However, there are no mentions of individual possible legal statuses of states represented by certain armed forces. That is, the above norms establish the same legal status for prisoners of war, including those of a state whose ruling regime is recognized as terrorist, and the country itself is a state-sponsor of terrorism; if such legal statuses exist for the country and its ruling regime, we assume that, with high probability, representatives of its armed forces committed one or more war crimes before being captured (at least from among those criminal offenses which, at least, are equally recognized by the national criminal legislation of the parties to the military conflict, for example: marauding, genocide, ecocide, mercenary, etc.). Hence, we believe that such a normative situation of the modern legal framework of international humanitarian law is, at least, unsatisfactory.

3. A proposal to change approaches to determining the legal status of russian prisoners of war

The nature of today's Ukrainian-russian war, as well as the methods of its conduct, led to the recognition of the russian federation as a state sponsor of terrorism, and its current ruling regime as a terrorist by: Lithuania (10.05.2022 p.), Latvia (11.08.2022 p.), Parliamentary Assembly of the Council of Europe (13.10.2022 p.), Estonia (18.10.2022 p.), Poland (26.10.2022 p. – Senate of Poland, 14.12.2022 p. – Sejm of Poland), Czech Republic (15.11.2022 p.), NATO Parliamentary Assembly (21.11.2022 p.), the European Parliament (23.11.2022 p.), Netherlands (24.11.2022 p.), Slovakia (16.02.2023 p.); in addition, a number of countries have taken the first steps towards granting the russian federation the specified status (for example, 23.06.2022 p. – corresponding resolution from the US Senate Committee on International Relations).

In a previous study, we raised the question of the legal status of the PWC "Wagner" and the issue of the specifics of keeping the militants of the specified PWC as prisoners of war in Ukraine (Pyvovarov, Sirets, 2023). In this study, we outline the following scientific hypothesis: are servicemen of the armed forces of the Russian Federation, captured by the Defense Forces of Ukraine, subject to the acquisition of the status of prisoners of war on general principles (taking into account, including, the recognition by a number of countries and international organizations of the Russian Federation (and/ or its regime) by terrorists and/or sponsors of terrorism)? Or, on the contrary, in connection with the acquisition of the above-mentioned status by their country, should such prisoners of war be subject to a different, different from the general, procedure as prisoners?

First of all, it is necessary to find out what are the generally negative consequences for the state, which is endowed with the specified terrorist status. The Ukrainian Helsinki Union for Human Rights provides the following list of such consequences: (1) introduction of a ban on entering this state: (a) weapons; (b) dual purpose products; (2) introduction of financial and fiscal sanctions; (3) introduction of control over financial transactions carried out by such a state; (4) conducting an investigation into the facts of the commission of terrorist acts by representatives of such a state; (5) loss of diplomatic and functional immunities by representatives of the highest authorities of such a state ("*Status "derzhavy-terorysta": shcho za nym sliduie*", 2022). It seems quite logical that the negative consequences according to this list concern mainly the state itself (in the context of its capacity for certain actions) and its political leadership. However, using the example of today's war, we must note that primary war crimes are often committed by combatants – servicemen of the armed forces of the Russian Federation, and it is from this that we must state that the problem of negative consequences for a state with such a status in the modern understanding of both criminal and executive, and international humanitarian law.

We emphasize once again the recognized fact that the issue of the legal status of prisoners of war concerns both criminal law and international humanitarian law. As for the second branch of law, it is well known that international humanitarian law is actually endowed with a compromise character between the principles of humanity and military necessity, where: (1) the principle of military necessity indicates the need to limit the use of force to achieve the so-called legitimate goal of an armed conflict, i.e., the suppression of armed forces opponent; (2) the principle of humanity indicates the prohibition of causing damage, suffering, harm, if it is not necessary to achieve the legitimate goal of an armed conflict. "Unrestricted war is arbitrariness, and IHL (international humanitarian law – *authors' note*) limits this arbitrariness in favor of humanity" (Hnatovskyi et al., 2017). Based on the above-mentioned principles, the international community introduced the rules for capturing combatants recognized at the international treaty level.

However, returning to the realities of today, the following sequence seems quite controversial: (1) a serviceman of the armed forces of the Russian Federation as a state sponsor of terrorism as part of his unit performs the tasks set by the political leadership of the state sponsor of terrorism, often resorting to excesses – bombing civilian infrastructure, looting, abuse of the civilian population, physical liquidation of Ukrainian prisoners of war, etc.; (2) the specified serviceman is captured by the Defense Forces of Ukraine; (3-1) in the absence of an excess, the specified serviceman is in captivity until the moment of the exchange of prisoners of war / (3-2) in the case of an excess, the specified serviceman has certain chances to avoid responsibility due to the difficulty of collecting proper, permissible, reliable information during active hostilities and in the totality of sufficient evidence of his commission of certain crimes; (4) after the exchange of prisoners, the specified serviceman returns to the Russian Federation, where he is highly likely to return to the ranks of the armed forces and continue to fulfill the tasks set by the

political leadership of the state sponsor of terrorism. Therefore, we come to the conclusion that there is an obvious need to distinguish the specific legal status of a prisoner of war state-sponsor of terrorism, whose ruling regime is recognized as terrorist. Even more, any possible reference to such a phenomenon as "combatant immunity" can in no way affect either the status of a country recognized as a state sponsor of terrorism, or, even more so, the status of a prisoner of war who acted on behalf of such a state (*Orlovska & Dermenzhy, 2023*); this thesis reconfirms the above-mentioned need to distinguish the specific legal status of a state sponsor of terrorism, whose ruling regime is recognized as terrorist.

4. There is an urgent need to significantly reform or liquidate the UN

The UN as a global international organization, one of the stated goals of which is to ensure and guarantee global peace and security, has existed since 1945. Accordingly, the currently existing international humanitarian legal contractual framework was formed and legalized on the UN platform. At the same time, the contractual basis was constantly supplemented.

At the same time, in the period from 1945 to 2023, many armed conflicts or even full-scale wars took place in the world, parallel to the most global – the Cold War between the United States of America (hereinafter – the USA) and its allies, on the one hand, and the Soviet Union (hereinafter referred to as the USSR) and its allies, on the other hand.

Also, during the existence of the UN, a number of countries have already been granted the status of state sponsors of terrorism at the international level: these are Syria (1979), Cuba (1982, again after exclusion in 2021), Iran (1984), Korea People's Democratic Republic (hereinafter referred to as the DPRK) (1988, repeated after exclusion – 2017); a number of countries acquired and later lost this status – Iraq (2004), Libya (2006), South Yemen (1990, after unification with Yemen). The Russian Federation, on the other hand, joined the circle of state sponsors of terrorism in 2022, after the start of its full-scale invasion of Ukraine, as well as as a result of its repeated methods of warfare.

We made an attempt to find open data on the capture during various types of hostilities of persons belonging to the personnel of the armed forces of states that have been granted the status of a sponsor of terrorism, in order to identify the presence or absence of the practice of differential treatment of prisoners of such states. In particular, we took Syria and Iran as the basis of our methodological approach, since they took an active part in hostilities after they were recognized as states sponsoring terrorism. However, we have not received any convincing and verified data both regarding the general population of prisoners of war and regarding our special question.

From here, we can draw an intermediate conclusion regarding the fact that, even despite the already exceptional legal precedent – the presence on the world geopolitical map of the so-called state-sponsors of terrorism, to representatives of their armed forces, as well as other armed formations that perform tasks recognized in international order by the terrorist ruling elite, while often resorting to additional (as an excess) criminal methods of their implementation, the UN has not formulated even a theoretical concept of a separate status of a prisoner of war state sponsor of terrorism.

In the context of today's Ukrainian-Russian war, it seems obvious that the UN is going through a multi-year and systemic crisis, turning into a stage for outrageous speeches and demarches, senseless and anarchic procedural decisions (for the last example, from April 1, 2023, Russian Federation became the presiding country in the UN Security Council a federation is a country with the status of a state sponsor of terrorism). UN documents are not perceived

as legitimate and are widely ignored. In such a discredited face, the UN is obviously unable to update the international humanitarian legal framework, including both due to the loss of authority and due to specific and outdated mechanisms and regulations of its functioning.

5. Conclusions

In order of general conclusions on the research, we consider it necessary to note the following:

1. On the example of international treaties related to the issue of the legal status of prisoners of war in the field of international humanitarian law – the Geneva Convention relative to the Treatment of Prisoners of War and the Convention for the Amelioration of the Condition of the Wounded and Sick in Armed Forces in the Field – it was established that the definition of the term "prisoner of war" is too universal. It does not take into account the peculiarities of waging war in modern geopolitical conditions, in particular, those important new geopolitical conditions and legal realities, when one of the parties to an armed conflict is a country with the status of a state sponsor of terrorism, and the ruling regime of the country is internationally recognized as terrorist.

2. Prisoners of war – representatives of the armed forces and other armed formations of the Russian Federation, as countries with the status of a state sponsor of terrorism, whose ruling regime is internationally recognized as terrorist, should receive a specific legal status aimed at deterring the continuation or escalation by the terrorist country. Therefore, we propose the following conditions and limitations of the legal status of this category of prisoners of war, which, in our opinion, should form a special legal status of prisoners of war not only for prisoners of war originating from the Russian Federation, but also, of course, for all states that sponsor terrorism:

– prisoners of war of the armed forces and other armed formations of a state sponsoring terrorism, whose ruling regime is internationally recognized as terrorist, do not have the right to be exchanged in the course of hostilities between states, one of the parties of which is such a state with the status of terrorist sponsor, they must be kept on the territory of the state that took them prisoner until the formalization of the end of hostilities. After all, there are real threats and examples of the fact that after the return of such a former prisoner of war to his country, he will be returned to the ranks of the armed forces or other armed formations, in which such a person will continue to carry out the orders of the internationally recognized terrorist ruling elite;

– in relation to each individual prisoner of war of the armed forces and other armed formations of the state sponsoring terrorism, whose ruling regime is internationally recognized as terrorist, upon the fact of capture, criminal proceedings must be opened immediately, and a set of necessary and sufficient operational-search and other measures must be carried out in order to establishing the involvement of this person in the commission of specific military and other criminal offenses both in the context of the execution of the orders of the internationally recognized terrorist ruling regime and as an excess of the executor;

– deliberate deterioration of the conditions of detention of such a category of prisoners of war in places of detention, introduction of discriminatory measures, restriction or termination of the basic universal human rights of such persons during detention in places of detention is not necessary.

3. We consider the above systematized facts of inaction and dysfunction of the UN to be convincing, both in the general institutional issues of responding to modern wars of the XX–XXI centuries, and in the local issue of distinguishing a special (different from the general)

legal status of prisoners of war originating from countries endowed with the status of state sponsors of terrorism, whose ruling regime was internationally recognized as terrorist. Starting with the first precedent in 1979 – the recognition of Syria as a state sponsor of terrorism, the UN did not take appropriate steps in the matter of logical legalization of new international legal realities. The self-discrediting and incompetence of the UN is especially contrasted today against the background of the Ukrainian-Russian war, where one of the parties, the Russian Federation, was granted the status of a state sponsor of terrorism in 2022, and its ruling regime was internationally recognized as terrorist; despite this, the Russian Federation presides over the UN Security Council, starting from April 1, 2023, since, it turns out, it is procedurally possible.

Citing an appropriate allegory, we must admit: with the joint efforts of the international scientific community, democratic institutions of the world, interstate political and economic associations, it is necessary to decide where exactly to put a comma in the sentence – “*OOH likvidувати не можна реформувати*” (the exact translation of this sentence into English is impossible; in English it sounds approximately like – “The UN should be or reformed, of liquidated”). It is no longer possible to leave the UN in its current format.

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IMPROVEMENT OF PUBLIC ADMINISTRATION MECHANISMS REGARDING THE FORMATION OF CIVIL SERVANT CULTURE IN UKRAINE

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Summary

The author researched that, to date, the culture of a civil servant in our country is a system of values, knowledge, skills, and behavioral models that determines the work style and ethical standards of civil servants. It is noted that it covers both personal and professional qualities of the employee, including his knowledge, skills, ethics, relations with the public, behavior in work situations and ability to work in a team. It has been studied that one of the most important components of the civil servant's culture is ethics. Civil servants must be guided by ethical principles in their work, such as the principles of trust, transparency, openness, responsibility, and others. Adherence to these principles contributes to the formation of trust in the state authorities and ensuring the effective work of the civil service. It was found that the culture of a civil servant also includes the skills and knowledge necessary for the performance of professional duties. Civil servants must have a sufficient level of knowledge in various fields relevant to their work, as well as have the skills and abilities necessary to perform various types of activities, including analysis, strategy development, resource management, monitoring and control. It was determined that professional training and retraining of civil servants is one of the key mechanisms of civil servant culture formation. In Ukraine, this process takes place through the National Academy of Public Administration under the President of Ukraine, regional centers of public administration and other institutions that provide professional training and retraining of civil servants.

Key words: civil service, civil servant culture, professional training, retraining system of professional development, civil service ethics.

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1. Introduction

Formulation of the problem. Ukraine, like any other country, depends on the effectiveness and efficiency of its civil service. The culture of civil servants is a key factor in the successful operation of government structures. Despite the existing programs and projects for improving the qualifications of civil servants, in Ukraine there is still a problem of insufficient attention to the culture of civil service and the need for its improvement. The problem is the insufficient level of professional training of civil servants, as well as the low level of the culture of communication with citizens and internal communication within the state structure. It is also possible to single out the problem of the lack of mechanisms for the formation of civil servant culture at the legislative level, which forces civil servants to develop their own approaches to culture formation and management of their own competencies. In this regard, the problem of improving state mechanisms for the formation of civil servant culture is urgent.

Analysis of recent research and publications. Some aspects of the problem of improving state mechanisms for the formation of civil servant culture were studied by such scientists

as: A. Vakula, I. Melnyk, O. Kucher, I. Balandina, O. Kushnir and others.

The purpose of the article. The purpose of the article is to analyze the problems and shortcomings of the existing mechanisms for the formation of civil servant culture in Ukraine and to develop recommendations for their improvement.

2. Presentation of the main research material

In the modern world, civil service is one of the most important components of public administration. The success of public administration largely depends on the culture of the civil servant and the quality of his work. Ukraine is no exception, and much attention is paid to the problems of forming the culture of civil servants.

It is worth emphasizing that the culture of a civil servant can be defined as a set of knowledge, values, skills and behaviors that are recognized and used in public administration. The formation of civil servant culture can be considered as a process that includes education, trainings and other measures aimed at improving the quality of public service and increasing the level of professional competence of civil servants (*Balandina I, Kushnir O, 2016*).

According to scientists V. Popelyushko and O. Kushnir (*Popeliushko V, Kushnir O, 2019*) that the culture of a civil servant is a system of values, knowledge, skills and behavioral models that determines the work style and ethical standards of civil servants. It covers both personal and professional qualities of an employee, including knowledge, skills, ethics, public relations, behavior in work situations and ability to work in a team. One of the most important components of a civil servant's culture is ethics. Civil servants must be guided by ethical principles in their work, such as the principles of trust, transparency, openness, responsibility, and others. Adherence to these principles contributes to the formation of trust in the state authorities and ensuring the effective work of the civil service.

It is appropriate to emphasize that the culture of a civil servant also includes the skills and knowledge necessary for the performance of professional duties. Civil servants must have a sufficient level of knowledge in various fields relevant to their work, as well as have the skills and abilities necessary to perform various types of activities, including analysis, strategy development, resource management, monitoring and control.

It should be noted that according to scientist A. Vakul (*Vakula A, 2019*) that the culture of a civil servant includes the ability to interact and cooperate with other officials and the public. Civil servants must have the ability to work in a team, in and solve tasks together with colleagues, which can improve the quality of service delivery and the efficiency of the government as a whole. In addition, they must possess the ability to communicate with the public and represent the government in communication with the public, the media and other stakeholders.

Civil servants must ensure continuous improvement of their qualifications and abilities, learn new technologies and management tools, and adhere to the highest standards of professional training and practice. All these elements together form the culture of the public servant, which is an important component of effective public authority. Adherence to the principles of civil servant culture contributes to the improvement of the quality of the provision of public services, increasing the public's trust in the state authorities, and increasing the efficiency of the government as a whole.

One of the key mechanisms of civil servant culture formation is professional training and retraining of civil servants. In Ukraine, this process takes place through the National Academy of Public Administration under the President of Ukraine, regional centers of public administration and other institutions that provide professional training and retraining of civil servants (*Holub O, Zhuravel-Zabolotna L, Kravchenko V, 2020*).

It is appropriate to note that, taking into account the complexity and importance of civil service, professional training and retraining of civil servants should be systematic and necessary to ensure the high-quality and effective performance of their duties. It is important to ensure constant updating of knowledge and competences, including not only professional, but also interpersonal and leadership skills. Equally important is the development of ethical and professional standards of the activities of civil servants, which will contribute to the formation of responsible and trusting interaction with citizens and increase trust in the state authorities as a whole (*Petrenko N, Sokol N, Yakovlieva L, 2019*) In addition, it is important to take into account the requirements of the modern labor market and provide civil servants with the necessary competencies to effectively perform their tasks. For example, the current time is characterized by the rapid development of information technologies, so civil servants must be able to effectively use these technologies to perform their duties.

It is worth emphasizing that in order to increase the level of professional training of civil servants, it is necessary to create favorable conditions for permanent self-education and self-improvement. For this purpose, it is possible to conduct various seminars, trainings, master classes, as well as create special online courses on various areas of civil service activity (*Shumovych N, Shymkiv N, Kryvonos O, 2021*).

Therefore, the improvement of state mechanisms for the formation of civil servant culture is an important task that requires a systematic and complex approach. Professional training and retraining of civil servants, taking into account the modern requirements of the labor market and ensuring the possibility of continuous self-education and self-improvement are just some of the directions that can help achieve this goal. For example, this may include conducting exercises and trainings on issues of public administration, effective communication with the public and mass media, ensuring the rights and freedoms of citizens, technologies and information systems used in public administration, as well as other relevant topics.

It is important to note that the training of civil servants should be not only theoretical, but also practical, where they will be able to apply the acquired knowledge and skills in practice. Opportunities for self-education and self-development should also be provided so that civil servants can constantly improve their level of knowledge and skills (*Popeliushko V, Kushnir O, 2019*).

It is worth emphasizing that the state should create incentives to motivate civil servants to professional development and achieve high results in their work. This may include an appropriate remuneration system, opportunities for career growth, recognition of results and achievements.

It should be added that the improvement of state mechanisms for the formation of civil servant culture is an important element of reforming public administration and ensuring the efficiency and quality of providing public services to citizens. It is also important to ensure an increase in the role of electronic tools and online training in the process of professional training of civil servants, which will allow effective training, reduce the costs of organizing training events, and provide remote access to training materials for employees from different parts of the country. It is also important to actively apply best practices, using the experience of countries with a developed civil service system and cooperating with international organizations dealing with issues of public administration (*Dziuban O, Manuilov A, 2019*).

Separately, it should be noted that the improvement of state mechanisms for the formation of civil servant culture is an important component of the process of modernization of state administration. This involves a systematic increase in the quality of civil servant training, the introduction of innovative approaches and technologies, active cooperation with international organizations, and the use of best practices in countries with a developed civil service system. Such measures will ensure a high level of professionalism of civil servants, which is a guarantee of the efficiency and success of public administration.

It is necessary to develop and implement a system of professional training and retraining of civil servants at all levels of management. This can be done through trainings, seminars, workshops, mutual visits, internships and other forms of professional training. In addition, it is important to ensure the creation of a system of motivating and rewarding civil servants for successful professional activity and achieving high results.

It is also necessary to implement mechanisms for the interaction of civil servants with the public and to ensure their access to open information about the work of state bodies and institutions. This will make it possible to create a transparent and open system of public administration, increase citizens' trust in the state and reduce corruption risks (*Kobchenko I, Klymenko V, Korchahina O, 2019*).

As a result, improving state mechanisms for the formation of civil servant culture is an important step on the way to building an effective, transparent and open state that ensures the well-being of its citizens and the development of the country as a whole.

In addition, it is necessary to consider the issue of the formation of civil service ethics, in particular, the creation of a code of ethics for civil servants and ensuring its implementation. It is also important to implement a system for evaluating the performance of civil servants, taking into account their professional development and responsibility for the performance of assigned tasks.

It should be noted that the improvement of state mechanisms for the formation of civil servant culture is an important task for any country. In Ukraine, this issue becomes especially relevant in the context of European integration and the desire to improve the efficiency and quality of public administration. The implementation of the measures proposed above will ensure the professional competence and high morality of civil servants, which, in turn, will contribute to the development of the country and increase the public's trust in the authorities (*Melnyk I, Kucher O, 2020*).

It is appropriate to involve scientists, representatives of public organizations and other interested parties in the process of forming the culture of civil servants. For example, holding round tables, conferences, seminars and other events, where you can discuss current problems of the civil service and propose ways to solve them.

It should be noted that according to scientists O. Golub, L. Zhuravel-Zabolotna and V. Kravchenko, who believe that the improvement of state mechanisms for the formation of civil servant culture is an extremely important task for the effective and successful work of state structures. This requires not only changes in legislation and the creation of relevant institutions, but also practical steps aimed at increasing the professional competence of civil servants, forming ethical and cultural standards of behavior, as well as involving the public in the process of forming the culture of civil service (*Holub O, Zhuravel-Zabolotna L, Kravchenko V, 2020*).

In addition, an important aspect of the formation of the civil servant's culture is his ethics and responsibility to society and the state. Conscious adherence to ethical principles, transparency in activities, compliance with laws and standards are the basis of citizens' trust in the state and civil service. Therefore, an important part of the professional training of civil servants should be the teaching of ethics and legal aspects of activity, as well as the development of the skills of responsibility and moral strength.

It should be noted that the improvement of state mechanisms for the formation of civil servant culture is an important component of the process of formation of a modern state. Systematic professional training and retraining of civil servants, development of leadership qualities, formation of ethical and responsible behavior are important steps on the way to effective and responsible functioning of civil service (*Kobchenko I, Klymenko V, Korchahina O, 2019*).

In addition, it is necessary to ensure the transparency and openness of the process of selection and appointment of civil servants, to define clear selection criteria and to establish mechanisms for monitoring their implementation. It is also important to ensure adequate remuneration of civil servants in order to maintain a high level of professionalism and attract qualified personnel to the civil service.

It is appropriate to emphasize that the improvement of state mechanisms for the formation of civil servant culture is an important task for the development of the state. This can be achieved under the condition of systematic and purposeful work on the training and retraining of civil servants, the creation of effective control mechanisms and ensuring openness and transparency in the selection and appointment of civil servants (*Petrenko N, Sokol N, Yakovlieva L, 2019*).

It is important to develop and implement effective mechanisms for evaluating and motivating public service employees so that they have the motivation to achieve high results in their work and continuous self-improvement. It is also important to ensure the openness and transparency of civil service activities, in particular, through the implementation of the electronic government system and open access to public information.

Therefore, the improvement of state mechanisms for the formation of civil servant culture is an important task for the development of effective civil service in Ukraine. This involves the responsibility of government structures to ensure the professional training and retraining of civil servants, the development of mechanisms for evaluating and motivating employees, and ensuring the openness and transparency of civil service activities.

3. Conclusion

Thus, after analyzing the above, we can come to the conclusion that the improvement of state mechanisms for the formation of civil servant culture is an important task for any country, since the efficiency and quality of the work of state authorities and the satisfaction of society's needs depend on it. The effectiveness of such mechanisms depends on their systematicity and complexity, as well as on interaction with other systems of state administration.

Therefore, in order to achieve this goal, it is necessary to improve the legal framework, develop and maintain the professional and interpersonal skills of civil servants, as well as introduce innovative approaches to the formation of civil service culture. This is the only way to ensure the high quality and efficiency of the work of state bodies and to increase citizens' trust in the state and its governing bodies.

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FEATURES OF STRUCTURAL CHANGES ON THE EFFECTIVENESS OF THE SYSTEM OF MATERIAL SUPPORT OF TROOPS (FORCES) IN MODERN CONDITIONS

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Summary

The article considers significant differences in the criteria and indicators for evaluating the effectiveness of planning based on the capabilities of the Armed Forces of Ukraine in comparison with the leading countries of the world. Functional features of material support as a complex system are given, taking into account trends in changes in the forms and methods of using troops (forces), and attention is focused on the use of defensive actions by the Armed Forces of Ukraine. A model of functioning of material support is proposed, which allows choosing a rational version of the composition and structure of forces and means, ensuring maximum efficiency of combat units' actions with minimal resource costs. The main features of material support of the Armed Forces of Ukraine are identified and approaches to improving the functioning of the material support system are proposed. Creation of an effective system of material support as functions of logistics support in the conditions of combat operations to repel the attack of Russian troops on the territory of Ukraine, which plays a key role and is a priority task for improving efficiency in providing and managing the necessary resources of the Armed Forces of Ukraine. The introduction of the principles of compliance and mutual compatibility, existing structural divisions of the department and the peacetime and wartime support forces will allow performing tasks in a special period. These principles are implemented through measures related to the optimization of the support system for the Armed Forces of Ukraine. The maximum degree of autonomy at all levels of government allows implementing standards and procedures adopted in NATO member states in the Armed Forces of Ukraine in order to maintain the necessary level of defense capability, effectively respond to threats and challenges to national security. The need to avoid distorted wording or other concepts in defining criteria and indicators for evaluating the effectiveness of planning based on the existing potential of the Armed Forces of Ukraine and their correlation with NATO and EU member states allows us to modernize the system of providing material resources

Key words: logistics, material resource provision system, Armed Forces of Ukraine, management system, defense resources, NATO standards.

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1. Introduction

The current stage of reforming the Armed Forces of Ukraine, taking into account changes in the armed struggle, forms and methods of Use, focus on defensive actions, a characteristic feature of modern combat operations is the use of the latest highly effective means of destruction which requires an increase in the technical equipment of combat units and leads to significant changes in the quantitative and qualitative characteristics of losses of weapons and military equipment, an increase in the intensity of their use, resource costs.

As part of the development, problematic issues are gradually taken into account, the system of material and technical support of the Armed Forces of Ukraine, which have switched to the logistics system, taking into account the experience of the Armed Forces of NATO member countries. Studying the experience of foreign countries, there is an urgent need to pay attention to the definition, concept and functioning of logistics that exists in the advanced countries of the world and create a logistics support system as a management system, which in the advanced countries of the world is listed as the management of material resources, technologies and the organization of ensuring the life of troops (forces).

The characteristic conditions of conducting modern operations (combat operations) pose new challenges to the organization of material support for troops. The expected result of structural changes in the logistics of the Armed Forces of Ukraine is the effective use of the material and technical base, optimal organization of material support for troops in peacetime and wartime, ensuring high survivability of the support system, as well as approximation of the standards of the organization of material and technical and medical support to the standards that exist in the Armed Forces of other countries and NATO member countries.

The need to implement a set of measures aimed at maintaining the necessary level of combat capability, which is determined by the availability of serviceable samples of weapons and military equipment (hereinafter referred to as weapons and military equipment) and their proper provision with material resources, remains one of the priorities of the Ministry of defense of Ukraine (*Decree of the President of Ukraine No. 473/2021, 2021*).

The solution of such tasks is assigned to the logistics system of the military-industrial complex, which is created and operates depending on the forms and methods of use of the relevant units of the Defense Forces.

The large-scale invasion of Russian troops on the territory of Ukraine has changed the nature of the development of armed struggle, the conditions and conduct of modern operations (combat operations). This has led to an increase in their spatial and temporal indicators, which require a significant increase in the expenditure of appropriate resources and changes in the organization of providing them to troops (forces), which causes the need for an in-depth analysis of the processes that took place during the radical change in the organizational and staff structures of the Armed Forces of Ukraine and other components of the security and defense sector of Ukraine and a rational option for the functioning of the material support system.

In the scientific works of V. Kivlyuka (*Kivlyuk, 2006*), O. Khazanovich, And. Romanchenko, V. Shuenkin (*Romanchenko & Shuenkin, 2007; Khazanovich, 2007*) presents views on retrospective development and directions for improving material and technical support, which are considered from the point of view of their organization and determine gradation indicators. It is noted that further research should form the basis for the search for a rational construction of a modern unified, integral system of material support. At the same time, not a single option has been proposed regarding a promising model of comprehensive logistics support for troops (forces) in modern conditions of conducting operations (combat operations).

The problematic issue of modeling the process of functioning of the material support system of the group of troops, as one of the subsystems of logistics support, was considered by M. Shishanov, A. Gulyaev, M. Shevtsov (*Shishanov et al., 2017*), methods of modeling on the basis of an integrated approach, which are based on the construction and research of a model of the system for ensuring the combat capability of the OVT park of the grouping of troops, methodological approaches, modeling the process of rational placement and application of individual elements of the technical support system are described in the works of O. The Reveller, B. Demyanchuk, V. Kosareva, O. Maslia (*Hulyak et al., 2016; Hulyak et al., 2019*), which have not yet been implemented in the practical activities of the troops (forces).

Modeling of the processes of technical support for the combat use of weapons samples is devoted to the work of Fr. Sukhina, A. Kosenko (*Sukhin et al., 2019*), in which the mathematical apparatus of discrete Markov Processes is applied, but the assessment of the regularity of changes in the probability of being in the state of samples “damaged – not restored” (in the process of their intended use) showed that in typical conditions, due to combat damage, this probability, despite the measures taken, reaches the level of only 0.5-0.7.

Thus, taking into account evolutionary structural and functional changes in the system of material support will allow modeling the distribution of available resources to ensure the completeness and quality of performance by troops (forces) of the tasks assigned to them and the fastest achievement of the criteria and indicators necessary for integration into NATO, and most importantly to increase the capabilities of the logistics system.

2. Materials and Methods

Experts say solving problems that can quickly change during defensive actions.

The essential characteristics of material support consist in mathematical models related to the justification of planned measures to provide troops (forces) necessary for further assessment of the combat capability of troops (forces) in terms of achieving their level of combat readiness, first of all, these are various types of material resources implemented through functioning in the transport system with a certain efficiency of the corresponding subsystems.

Recent years are characterized by the overwhelming number of cargo transported for the needs of the Armed Forces of Ukraine, other military formations and law enforcement agencies. There is a steady trend towards an increase in the transportation of personnel, weapons, equipment, food, etc. The current stage of development of military formations and law enforcement agencies is characterized by an increase in the quality of performing security and defense tasks. Projects of material support for military formations and law enforcement agencies are non-commercial in nature, which in most cases does not allow us to assess their profitability. This highlights the relevance of this study.

The analysis shows that the implementation of projects and programs for the material support of the Armed Forces of Ukraine includes the management of human, material, Energy, Information and other resources throughout the project. The most promising area is the development of information technology logistics and cargo transportation. Analysis of existing approaches to material security management in other subject areas, emerging risks. It is the risk that allows you to track deviations in project indicators that reduce its effectiveness.

Improving the efficiency of the logistics system of the Armed Forces of Ukraine is an urgent scientific and applied task, which uses System Analysis and the method of analogies. It is these methods that make it possible to better study the logistics system and analyze its mechanisms of interaction with other structures.

Systematization of the definition of the concept of material support Project, made it possible to generalize and give your vision of this concept: as a unique set of coordinated works of a given content with certain initial and final dates, limited cost and time of implementation, aimed at achieving the planned goals of material support in the characteristics of duration, cost and satisfaction of project participants. The research is aimed at improving the efficiency of managing material support projects of the Armed Forces of Ukraine by developing new models and methods for managing such projects.

An increase in the number of input variables leads to an increase in complexity (an increase in the number of rules) for constructing a fuzzy logical output system. Building a hierarchical system of fuzzy logical inference and knowledge bases reduces complexity (the number of rules). The development of a software module based on the algorithm of the method as part of automated information systems of the Armed Forces of Ukraine will reduce the time for risk assessment of Logistics Information Systems of motor transport units.

The developed models and methods are the basis of the created algorithms and programs of automated information systems that ensure high-quality implementation of the management processes of these projects in conditions of uncertainty. The prospect of further research is to substantiate the composition of automated information systems for managing the material support system of the Armed Forces of Ukraine (military formations and law enforcement agencies).

3. Results and Discussion

Modern trends in armed struggle provide for the globalization of intelligence, control, navigation systems while simultaneously integrating weapons into the most powerful systems, increasing asymmetry in the nature of the struggle and led to significant changes in the spatial and temporal indicators of operations, forms and methods of using troops (forces), which requires an increase in resource requirements for combat operations and requires improvement of approaches to defense planning and their comprehensive support.

The world's leading countries use capability-based defense planning, which is adjusted in a timely manner depending on changes in global trends in armed struggle. At the same time, the dotmlpf doctrine is applied, which is based on seven criteria using the unified defense resource management system (DRMIS), which uses a system for evaluating the effectiveness of achieving results, quantified as a percentage, based on the main indicators that reflect the effectiveness of using resources for logistics processes (*Defense Acquisition University Glossary & US Defense Department, 2011*).

The ability-based planning technique primarily focuses on how the enemy will conduct combat operations, rather than on who the enemy might be or in which part of the world the next war will start. It also takes into account that it is not enough to plan conventional wars in remote theaters of war. On the contrary, the United States must determine the capabilities necessary to deter and defeat opponents who rely on surprise, deception, and asymmetric action to achieve their goal" (*Nakaz Heneral'noho shtabu Zbroynykh Syl Ukrayiny No. 246, 2020*).

"Recommendations for defense planning based on capabilities in the Ministry of defense of Ukraine and the Armed Forces of Ukraine" (hereinafter referred to as recommendations) (*Minister of defense of Ukraine, 2017; Order of the Ministry of Defense of Ukraine No. 484, 2020*) define a new approach to the organization of Defense Planning. This methodology was developed on the basis of a similar process of strategic planning of the US armed forces and has long been used not only by Defense Departments of the world, but also by business

representatives. The implementation of the recommendations was a significant step in bringing this element of strategic planning to the standards of the world's leading countries.

Also, the proposed mechanisms have a significant potential for developing existing capabilities, especially in conditions of insufficient funding for the needs of the Armed Forces. In the Armed Forces of Ukraine, the assessment of capabilities is considered to be the level of combat readiness, that is, the state of troops (forces), which ensures the realization of their combat potential in the interests of solving tasks in a certain period of time with a given effectiveness in specific conditions of the situation. The effectiveness assessment is carried out according to various criteria and indicators: the combat readiness coefficient, quantitatively reflected as a functional dependence on the staffing of personnel, the level of provision of weapons and military equipment, materials; the technical readiness coefficient as the ratio of the number of serviceable samples to the list composition; a complex combat readiness indicator, as a multiplication of seven different coefficients in essence.

Thus, the criteria and indicators for evaluating the effectiveness of planning based on capabilities in the Armed Forces of Ukraine and the leading countries of the world differ significantly, which is explained by the peculiarities (evolution) of the structure and functional properties of the corresponding support systems (table 1).

As can be seen from the Table 1, changes in the structure of technical and logistics support systems have led to their significant functional features. At the stage of creation and construction of the Armed Forces of Ukraine, a characteristic feature was the presence of autonomous forces and means of both technical and logistics support from the unit to the center, with their location on the ground determined by law.

During the integration of technical and logistics support into logistics support, the presence of logistics support bodies is traced with the mandatory creation of Joint Support Centers. The next restructuring of the logistics support structure into a logistics system took place with the creation of a new management body of the Support Force Command.

Further reform of the management bodies, the availability of separate weapons and the rear of the Armed Forces of Ukraine led to the subsequent redistribution of the functional capabilities of the corresponding support forces.

The development of the organizational and staff structure of the Armed Forces of Ukraine, taking into account NATO standards, is characterized by the emergence of a specialized management body of the logistics Forces Command and the corresponding *J*- structures in technical and logistics support systems with maximum use of the capabilities of the modern military-industrial complex.

The implementation of logistics support tasks for the use of the Defense Forces in strategic actions and operations of the Defense Forces is carried out in a single logistics support system, which includes a set of interrelated management bodies, forces and Means and logistics support infrastructure.

Based on the common functions of logistics support, as well as in order to ensure compatibility, coordination and management, available logistics assets are combined into a common logistics support system, which is a hierarchically distributed logistics support management bodies (strategic, operational and tactical levels) with subordinate forces and Means.

The system of logistics support of the Defense Forces is divided into strategic, operational and tactical levels, between which there is a clear distribution of functions and powers for organizing logistics support of the armed forces of Ukraine and other components of the Defense Forces.

The distribution of logistics support tasks is carried out in accordance with the levels of military administration:

Table 1

Evolution of the structure and functional properties of technical and logistics support systems into the function of material support of a unified logistics system

Stages	System structure, main types	Main functions	Notes
Creating, building	Technical support: tank-technical; auto technical; rocket and artillery engineering; Metrological Logistics support: clothing; food; provision of fuel and lubricants; apartment maintenance service	provision and creation stocks; training of personnel; technical exploration, evacuation and repair of damaged (defective) military equipment; management.	availability autonomous forces and Means; normative defined location on the ground
Reformation	Logistics (logistics): material support; technical support separate management body of the support Force Command	accumulation to the established standards of inventory of material and technical means and timely delivery software their troops	integration technical and logistics support in the material and technical support; creation United States support centers
Development	Unified logistics system of the Defense Forces: material support; technical support; transport support specialized management body Logistics Force Command based on J-structures; Armed forces of Ukraine; Rear of the Armed Forces of Ukraine; Elements of the military-industrial complex	integrated of all systems with partial replacement	adapted to work in accordance with NATO standards

Source: compiled by the author based on data from enterprise financial statements (Postanova Kabinetu Ministriv Ukrainy No. 1225, 2000; European Commission, 2019; Law of Ukraine No. 9015, 2018)

Strategic level: structural divisions of the Ministry of defense of Ukraine, other central bodies that are subordinate to military formations – Organization of design, development (modernization, modification), procurement and supply, liquidation (disposal) and sale of unusable military equipment and material and technical means, performance of works, provision of services and their financing in the amounts necessary for the effective performance of the armed forces, other components of the defense forces assigned to them tasks.

General Directorate of logistics (hereinafter-Gul) (J-4) of the General Staff of the armed forces of Ukraine – planning logistics support for strategic deployment and use of Defense Forces, implementation of short-and-medium-term defense planning activities in the direction of logistics support, determining the need for military equipment and MTZ, monitoring their receipt.

Command of logistics forces (hereinafter – CSL) of the armed forces of Ukraine with subordinate forces and means of logistics support – implementation of logistics support measures of the Armed Forces of Ukraine in their daily activities, during training activities, during strategic deployment, preparation and conduct of operations (combat operations), restoration of combat capability of troops (forces), planning the use and management of subordinate military units and institutions.

Kos logistics center with subordinated Logistics Support forces and facilities with the tasks of planning and organizing logistics support for groups of troops (forces) in joint forces operations.

Logistics support management bodies of central bodies of other components of the defense forces with subordinate forces and Means – implementation of measures to organize logistics support for daily activities, training measures, from mobilization and rapid deployment of subordinate forces, preparation and execution (conduct) of Special Tasks (actions) in accordance with the purpose and specifics of activities, restoration of combat capability of forces and management of subordinate forces and means of logistics support.

Operational level: logistics units of Headquarters, Command (management, divisions) of logistics, regional (territorial) management bodies of logistics support of other components of the defense forces with subordinate forces and means of logistics support – planning and organization of logistics support for subordinate troops (forces) in their daily activities, during training, mobilization and operational deployment, training and participation in operations (combat, special actions), restoration of combat capability of troops (forces).

Tactical level: logistics units of Headquarters, Logistics units (officials) of military units, management bodies and support units of military units (subunits) of other components of the defense forces with subordinate forces and means of logistics support – planning and organization of logistics support for military units (subunits) in their daily activities, during training, mobilizing and bringing into combat readiness, training and conducting combat (special) actions, restoring the combat capability of military units (subunits) (*Doctrine of unified logistics VKP 4-00(01).01, 2020*).

If consider material support as a complex system, it should be structured properly and ensure maximum efficiency of combat units 'actions with minimal resource costs.

In the existing models of the functioning of the material support system, the criterion for evaluating the effectiveness is determined by the combat readiness coefficient of each type of military equipment, which requires significant time spent on appropriate calculations and does not take into account the dynamics of changes in their characteristics due to the use of modern innovative technologies that are implemented in the process of re-equipment of units.

At the same time, it is particularly important to determine the appropriate, rational structure of the grouping and the corresponding forces and means of providing it for solving problems that can change rapidly during defensive actions.

The input data will be the state of available resource capabilities R , controlled space parameters area of the combat area x , operational-tactical and military-geographical factors, the exciting parameter is a change in the situation over time $x_i(t)$. The initial parameter of the system selects the level of combat capability of units based on the availability of serviceable samples of weapons and military equipment N , capable of performing tasks for their intended purpose (fig. 2).

The determining parameter in this case will be the value of spending the resource used to maintain the required level of combat capability of units and their own forces and Means, which

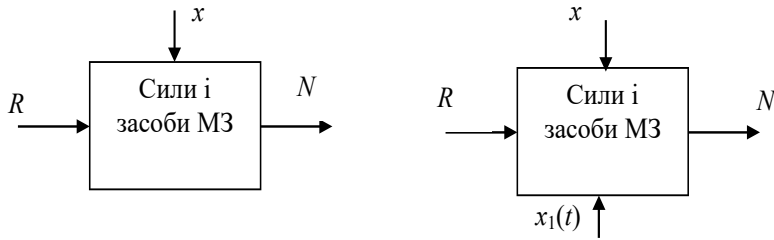


Figure 2. Scheme of functioning of the material support system for various conditions of organization and conduct of Defense actions

Source: Nakaz Heneral'noho shtabu Zbroynykh Syl Ukrayiny No. 246 (2020), Postanova Kabinetu Ministriv Ukrayiny No. 1225 (2000)

maximally corresponds to the system of evaluating the effectiveness of achieving results used in the leading countries of the world and NATO.

Based on Fig. 2, the system of material support in the conditions of early preparation for defensive actions (without the influence of the enemy), operates in a stationary mode without the presence of exciting parameters. During the organization of the material support system in conditions of direct contact with the enemy, the system begins to function in a different mode of excited state caused by a change in the situation over time.

So, the model of functioning of the system the system of material support without the influence of exciting parameters takes the form:

$$N = f(R, t) \text{ when } X = const, \quad (1)$$

where N – the level of combat capability of units by the availability of weapons and military equipment samples capable of performing their intended purpose;
 R – resource accumulated by the system, material support system;
 t – time of task completion by the system, material support system;
 x – controlled parameters of the defensive area space.

With the appearance of influence on the system, the system of material support of exciting parameters (the influence of enemy weapons), the model of its functioning takes on a new look

$$N = f(R, x, t). \quad (2)$$

An essential feature of the functioning of the material support system, specifically for the conditions of defensive actions, is the possibility of using a well-tested scientific and methodological apparatus for assessing its effectiveness (for example, modeling using discrete Markov Processes, or building a decision support system), which allows you to choose a rational version of the composition and structure of forces and Means for the purpose of their further positioning on the ground.

Despite the global trends of increasing the space – time scope of modern operations (combat operations), changing the forms and methods of using troops (forces), the main type remains defensive actions, and the issue of their provision is the system of material support.

4. Conclusions

As a result of a complex theoretical study, there was an attempt to solve the scientific task of establishing the dependence of the material support system on the levels and system of the logistics mechanism of the military-industrial complex. Thus, significant changes in the forms and methods of the use of troops (forces), spatio-temporal indicators of operations (combats), the process of reforming and development of the Armed Forces of Ukraine, the features of the creation, construction, functioning of the relevant support systems, the system of material support, as one of functions of logistics support – allows you to perform tasks as assigned with maximum efficiency and minimal resource costs. The possibility of using a proven scientific and methodological apparatus for evaluating its effective management makes it possible to choose a rational version of the composition and structure of forces and means for the performance of assigned tasks. Reforming the management of the support system of the Armed Forces of Ukraine – will increase the timeliness and efficiency of the support system, reduce costs and optimize the process of managing material, information and human flows.

Prospects for further research can be seen in the examination of the logistics system of the defense forces of Ukraine.

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ALFRED HALBAN. CO DAJE NAUCE PRAWOZNAWSTWO PORÓWNAWCZE?

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Streszczenie

Przedmiotem artykułu jest analiza działalności naukowej i pedagogicznej Alfreda von Halbana, polskiego polityka i działacza społecznego, historyka prawa, którego kształtowanie się jako naukowca rozpoczęło się na Uniwersytecie Jagiellońskim, było kontynuowane na Uniwersytecie Czerniowieckim, a zakończyło na Uniwersytecie Lwowskim.

Dla współczesnych badaczy ten uczony pozostawił bogatą spuściznę naukową. Składa się ona głównie z badań historycznych i prawnych, a także prac z zakresu prawa kościelnego. W swoich studiach naukowych A. Halban wyjaśnił wpływ i znaczenie prawa magdeburckiego dla miast Ukrainy prawobrzeżnej i lewobrzeżnej, szczegółowo badając źródła prawa, praktykę władz miejskich, procedurę procesową etc.

A. Halban sprawił również duży wpływ na rozwój i kształtowanie się nauki prawa porównawczego, prezentując swoje poglądy w wykładzie publicznym „Co daje nauce prawoznawstwo porównawcze?” W publikacji tej naukowiec podkreślił, że prawo porównawcze wyciąga dla nauk prawnych wszystko to, co można uzyskać z innych nauk, zwiększając w ten sposób bagaż faktów i wiedzy o warunkach, w których te fakty powstały, a tym samym pogłębiając zrozumienie samych faktów i praw rozwoju. W ten sposób prawo porównawcze stwarza podstawy do zrozumienia miejsca każdego prawa w świecie jurysprudencji, umożliwiając lepsze zrozumienie związków między poczuciem prawa narodu, duchem narodowym, a ideą prawa ludzkości.

Słowa kluczowe: historia prawa, Czerniowiecki Uniwersytet Narodowy imienia Jurija Fedkowycza, Wydział Prawa, metoda porównawcza, nauka prawa porównawczego.

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“Metoda porównawcza jest środkiem
osłabienia ujemnych stron,
jakie zarówno indukcja jak i dedukcja wykazują”.
Alfred Halban



1. Wstęp

Na Wydziale Prawa Uniwersytetu Czerniowieckiego w austriackim okresie jego historii działało całe grono wybitnych prawników, którzy wnieśli znaczący wkład w rozwój nauk prawnych na całym świecie, zakładając także własne szkoły naukowe. Wielu z nich stworzyło podstawy argumentacji prawno-teoretycznej we współczesnych badaniach naukowych. Jednym z takich był Alfred von Halban (22.09.1865 – 26.09.1926), polski polityk i działacz społeczny, wybitny naukowiec, badacz prawa średniowiecznego i prawoznawstwa porównawczego. Badanie jego spuścizny naukowej ma znaczenie zarówno poznawcze, jak i praktyczne z punktu widzenia zachowania tradycji naukowych Wydziału Prawa Czerniowieckiego Uniwersytetu Narodowego im. Jurija Fedkowycza.

2. Część główna

A. Halban był synem Leona Blumenstocka, profesora medycyny sądowej. Studia prawnicze ukończył na Wydziale Prawa Uniwersytetu Jagiellońskiego. W czasie studiów aktywnie uczestniczył w seminariach naukowych pod kierunkiem Michała Bobrzyńskiego, twórcy krakowskiej historiograficznej szkoły prawa. Oprócz przedmiotów z zakresu historii prawa, w sferze jego ówczesnych zainteresowań naukowych znalazły się również studia nad prawem kościelnym (*Blumenstok, 1890*).

Działalność naukowo-dydaktyczna A. Halbana, rozpoczęta na Uniwersytecie Jagiellońskim, od 1894 r. była kontynuowana na Uniwersytecie Czerniowieckim (*Perepyska s Mynysterstvom kultov..., 1895–1896*). W taki sposób studenci prawa zyskali możliwość słuchania wykładów z historii prawa austriackiego, prawa górniczego, jurysprudencji porównawczej i prawa niemieckiego. Wykazując się elastycznością charakteru, zorganizowaniem i odpowiedzialnością, w roku akademickim 1898–1899 został wybrany na dziekana wydziału (*Bukovyna, 1897: 2*); niejednokrotnie był członkiem państwowych komisji egzaminacyjnych (*Bukovyna, 1902: 2*). W 1903 r. uniwersytecka społeczność akademicka planowała wybrać A. Halbana na rektora Uniwersytetu Czerniowieckiego, ale uniemożliwiło to polskie pochodzenie naukowca (*Bukovyna, 1903: 2*).

A. Halban był również aktywnym działaczem społecznym Bukowiny, posłem Sejmu Krajowego Bukowiny (1904–1910); wielokrotnie publikował swe artykuły w lokalnych gazetach. Na przykład w 1900 r. w miejscowym czasopiśmie „Bukowyna” naukowiec przeanalizował stosunki zewnętrzne Uniwersytetu Franciszka Józefa w Czerniowcach z sąsiednimi krajami, zwracając uwagę, na przykład na problematyczne kwestie prawniczej edukacji i nauki. W szczególności profesor zauważył, że „specjaliści pracujący na tym wydziale, odpowiadając

praktycznym wymaganiom nauki prawa w Austrii, nie mogli dać czegoś, co byłoby atrakcyjne dla obcokrajowców; również, niestety, od początku nie można było wykładać takich przedmiotów, jak filozofia prawa [...], prawo narodów; [...] prawo zagraniczne w ogóle nie było brane pod uwagę” (*Halban, 1900: 3*).

Po zakończeniu kariery w Czerniowcach (1905) przeniósł się do Lwowa, gdzie kontynuował wykładanie na tamtejszym uniwersytecie; w 1909 r. był członkiem Lwowskiego Towarzystwa Prawniczego; w latach 1919–1920 został rektorem Uniwersytetu Lwowskiego. Dalekowzroczność i wysoki poziom wykształcenia pozwoliły mu zostać posłem na Sejm Krajowy Galicji (1908–1914), a w latach 1911–1918 on został posłem do parlamentu austriackiego.

W czasie I wojny światowej A. Halban zorganizował w Wiedniu trzy polskie szkoły średnie dla miejscowej młodzieży, a po odzyskaniu przez Polskę niepodległości w 1919 r. został wybrany posłem na Sejm Ustawodawczy.

Żywym świadectwem uznania naukowego, pedagogicznego i społeczno-politycznego Halbana są jego tytuły honorowe i wysokie odznaczenia: Krzyż Komandorski z Gwiazdą Orderu „Odrodzenia Polski”, Krzyż Komandorski „Orderu Franciszka Józefa”, Medal Pamiątkowy „Orderu Korony Żelaznej” II stopnia, „Krzyż Jubileuszowy”.

Zmarł naukowiec w ojczyźnie i jest pochowany na Cmentarzu Rakowickim w Krakowie.

3. Wnioski

A. Halban pozostawił po sobie bogatą spuściznę naukową. Tylko w zbiorach Biblioteki Naukowej Uniwersytetu Czerniowieckiego znajduje się kilkanaście jego książek i artykułów naukowych. Na szczególną uwagę zasługują monografie „O historii prawa niemieckiego na Podolu, Wołyniu i w Ukrainie” (1896) oraz „O historii prawa niemieckiego na terenie Czerniowuszczyzny i Połtawuszczyzny” (1898), w których autor rozważył znaczenie prawa niemieckiego w tych regionach (*Halban, 1896; Halban, 1898*). W swoich pracach naukowiec badał wpływ i znaczenie prawa magdeburgskiego dla miast Ukrainy prawobrzeżnej i lewobrzeżnej. Szczegółowo zbadał źródła prawa i przeanalizował praktykę jurydyczną władz miejskich. Chodzi o prowadzenie dokumentów urzędowych, wykorzystanie i cytowanie źródeł prawa, miejską zasadę jurysdykcji, organy radne, sądy specjalne, cechy prawnicze i tryb postępowania sądowego. A. Halban jest również autorem trzytomowej pracy „Prawo rzymskie w germańskich państwach narodowych: przyczynek do germańskiej historii prawa” (*Halban, 1899; 1901; 1907*). W tym dziele profesor m.in. stwierdził, że wpływ prawa rzymskiego na prawo niemieckie został przeceniony (*Hrekul-Kovalyk, 2018: 69*). Badając historię prawnych stosunków ziemskich, naukowiec podkreślił, że w wielu przypadkach trudno jest znaleźć początki danego prawa: nie zawsze można wskazać, czy ma ono korzenie rzymskie, germańskie czy rzymsko-germańskie. Dlatego bardziej celowe jest powiązanie rozwoju prawa w kontekście rozwoju kultury poszczególnych narodów – twierdził A. Halban.

Zainteresowanie badawcze z pewnością budzi publiczny wykład A. Halbana, wygłoszony podczas uroczystości z okazji inauguracji rektora Uniwersytetu Lwowskiego 11 października 1906 r. „Co daje nauce prawoznawstwo porównawcze?” (*Halban, 1906*).

Celem niniejszego artykułu jest wznowienie cyklu publikacji prac naukowych wykładawców Wydziału Prawa Uniwersytetu im. Jurija Fedkowycza w Czerniowcach z przeszłych okresów jego historii, zwłaszcza tych badaczy, którzy pozostawili znaczący ślad w rozwoju i kształtowaniu się różnych gałęzi nauk prawnych.

[961]¹ Co daje nauce prawoznawstwo porównawcze?²

Odczyt wygłoszony przy uroczystości inauguracji Rektora Wszechnicy Lwowskiej dnia 11 października b. [1906] r. przez Prof. dr. Alfreda Halbana.

Korzystając z zaszczytnej sposobności przemawiania w tym uroczystym zebraniu, chciałbym w krótkich słowach określić stanowisko i pożytek prawoznawstwa porównawczego, a więc nauki, której reprezentowanie na katedrze naszej wszechnicy przypadło mi w udziale.

Najmłodsza ta latorośl wiedzy prawniczej, nie jest bynajmniej jej beniaminkiem; cieszy się raczej większym uznaniem poza światem prawniczym. Nie weszła jeszcze w powszechnie ustalony kanon nauk prawnych; może dlatego, że podziału globusu prawniczego dokonano przed jej wystąpieniem; może i dlatego, że nie umiała zrazu sformułować ściśle swego programu. Mocarstwa naukowe widziały w niej przybysza o podejrzanym pożądlivości i obawiały się niekorzystnej regulacji granic. Przyznać trzeba, że w młodzieńczym zapale, który mierzył siłę na zamiary, a nie zamiar podług sił, wkraczało prawoznawstwo porównawcze w zbyt nowe dziedziny, nie przebijając w środkach i wstrząsając nieraz dość hazardownie uznanymi podstawami nauki prawniczej.

Dziś ten pierwszy impet ustępuje miejsca krytycznej rozwadze; to też wolno już dziś wyrazić przekonanie, że prawoznawstwo [962] porównawcze zdobyło sobie dzielnicę naukową bez uszczuplenia terytoriów innych nauk prawnych; obejmuje ono bowiem dziedziny, którymi nauka prawnicza przedtem nie władała. Można też wyrazić przekonanie, że rozwój tej nowej dziedziny wpłynie ożywczo na rozwój wszystkich innych dziedzin nauki prawniczej, tak jak marzyli o tym ci, co pierwsi ten cel naukowy wskazali.

Cel sam przez się jest jasnym. Chodzi o zastosowanie metody porównawczej, wypróbowanej na tyłu polach, także na polu prawoznawstwa. Metoda porównawcza jest środkiem osłabienia ujemnych stron, jakie zarówno indukcja jak i dedukcja wykazują; jeżeli bowiem dedukcji właściwym jest niebezpieczeństwo hołdowania uogólnieniom o cechach podmiotowych, to nawzajem indukcja operuje zbyt małą liczbą faktów i naraża nas na ścieśnienie widnokągu. Powiększenie zasobu faktów i pogłębienie ich zrozumienia przez badanie porównawcze, daje więc indukcji bogatszy materiał oraz możliwość wnioskowania, a zarazem dedukcji silniejszą podstawę i zmniejsza niebezpieczeństwo podmiotowego myślenia. Wiadomo powszechnie, ile nauki przyrodnicze zawdzięczają rozszerzeniu pola badania; możemy jednak wskazać i na bliższe nam przykłady, na filologię porównawczą, na porównawcze badanie wierzeń, na etnologię, na historię kultury itd., możemy przede wszystkim wskazać na filozofię, która w zasadzie swej, przez te samo, iż obejmuje wszystkie pola wiedzy, jest właściwie nauką porównawczą, podniesioną do najwyższej potęgi. Postulat porównawczy jest więc z natury swej postulatem filozoficznym i zmierza częściowo do zaspokojenia najwyższej żądz duchowej, żądz ogólnej syntezy w dziedzinie każdej nauki.

Żądz ta i w prawoznawstwie nie jest nową; objawiała się przede wszystkim w filozofii prawa. W pracy ściśle prawniczej potrzeby praktyczne nie pozwalały jej dojrzeć, jakkolwiek nie zdołały jej przytłumić. Umysły wyższe od dawna wskazywały na konieczność szerszej podstawy. Już **Leibniz** żądał w r. 1667 stworzenia uniwersalnej nauki prawniczej, obejmującej

¹ Numery stron wydania oryginalnego są przedstawione pogrubioną czcionką w nawiasach kwadratowych. Kursywą w nawiasach kwadratowych oznaczono fragmenty dodane przez redaktorów. Oryginalny tekst A. Halbana przedstawiony jest zgodnie z zasadami współczesnej polszczyzny.

² Z oryginałem artykułu można zapoznać się w zbiorach Biblioteki Naukowej Czerniowieckiego Uniwersytetu Narodowego im. Jurija Fedkowycza.

wszystkie ludy i obiecywał sobie po niej wniknięcia w substancję prawa. O poprowadzenie tej myśli pokusił się w 80 lat potem **Montesquieu**. Lecz materiał był zbyt mało opracowany, aby umożliwić wykonanie takich zamiarów. Świat prawniczy pracował albo w kierunku bezpośrednio praktycznym, albo na polu abstrakcji filozoficznej; wszak nawet szkoła prawno-historyczna, która wystąpiła do walki z abstrakcją prawa natury, ograniczała się jednak przeważnie do badania historycznego tych systemów prawnych, [963] które, jako podstawy dzisiejszego naszego prawa, mają dla nas znaczenie pośrednio praktyczne.

Poprzez wszystkie te kierunki przebiegało się jednak nieustannie poczucie ich niedostateczności. Na tym to poczuciu polegały usiłowania szkoły francuskiej i niemieckiej XVII i XVIII w., zestawiania przynajmniej tych praw, które los z sobą złączył, a więc rzymskiego, kanonicznego i francuskiego, a względnie germańskiego i niemieckiego.

Odwracając się od bezpłodnej filozofii prawa natury, a nie chcąc przecież pozbawiać się wszelkiej syntezy, próbowali potem niektórzy poprzednicy i uczestnicy szkoły prawno-historycznej, zestawiać i badać porównawczo prawa ludów pobratymczych, tak u nas **Rakowiecki**, pierwszy w ogóle pionier na tym polu. Ruch prawno-historyczny ożywił te usiłowania, bo badanie historyczne prawa rzymskiego kazało zwrócić uwagę na prawo greckie, a przykład filologii porównawczej dał Bunsenowi i Klenzemu pobudkę do zwrócenia się ku prawu indyjskiemu, jako domniemanej podstawie praw indoeuropejskich, a zatem greckiego i rzymskiego. Ten sam ruch wywołał we Francji, gdzie przyświecała tradycja Monteskiusza, zainteresowanie się prawami obcymi i stworzenie już przed 90 laty pierwszej katedry porównawczej historii prawa w Collège de France.

Przejawiało się też od dawna przekonanie, że prawo łączy się z kulturą, w szczególności z życiem religijnym, obyczajowym, gospodarczym i społecznym, że więc ulega wpływom tego życia i nawzajem na nie wpływ wywiera. Odczuwali to poniekąd już humaniści, którzy starali się jednym rzutem oka obejmować całokształt życia umysłowego narodu i na tym tle badać i język, i prawo; odczuwał to mimo filozofii prawa natury **Thomasius**, w wyższym stopniu **Montesquieu**, a potem **Schelling** i **Hegel**, niemniej szkoła prawno-historyczna.

A jednak ona właśnie mroziła te zapędy. Kładąc słusznie nacisk na badania ściśle źródłowe, nawoływała do ograniczania się. Zbyt świeżym było wspomnienie fatalnych błędów filozofii prawa natury; obawiano się każdej obszerniejszej syntezy. Na głos **Feuerbacha**, który w r. 1810 podnosił ze stanowiska filozofii prawa szkodliwość jednostronności i wskazując na anatomie porównawczą, żądał po myśli Leibniza i Montesquieu'go prawoznawstwa porównawczego, na głos **Mittermaiera**, który w r. 1812 zaznaczył znów jako historyk prawa, iż tylko ogólny pogląd na historię prawa wszystkich ludów, może stanowić tło dla badania [964] praw poszczególnych, a zwłaszcza na głos **Thihauta**, który wystąpił analogicznie ze stanowiska dogmatyki prawa – na wszystkie te głosy z trzech odrębnych kierunków prawoznawstwa wychodzące, odpowiedział **Savigny** sceptycznie i nie bez racji. Istotnie bowiem materiał, którym wówczas dla studiów prawno-porównawczych rozporządzano, był zgoła niedostatecznym. Próba, której podjął się **Gans** w r. 1824, opracowania porównawczego jednej instytucji, tj. prawa spadkowego, nie udała się.

Nie możemy więc mieć do szkoły prawno-hist[orycznej] żalu z powodu tego sceptycyzmu. Możemy jej natomiast zarzucić, że skoro uznała niedostateczność materiału, a przecież nie mogła zaprzeczyć użyteczności badań porównawczych, nie uczyniła jednak niczego, aby je umożliwić na przyszłość i nie popierała nawet usiłowań porównawczego traktowania praw pokrewnych, czy to greko-italskich, czy to germańskich lub słowiańskich, ku czemu źródłem było pod dostatkiem. Za cel swój uważała stworzenie historycznych podstaw dla dogmatyki prawa i nie chciała narażać się dogmatykom przez objęcie zadań, które dogmatyce prawa nie przynosiły bezpośredniej korzyści.

Tylko encyklopedia prawa, obejmując swym poglądem wszystkie działy prawoznawstwa i zwracając uwagę na wszystkie jej cele, nie mogła się pogodzić z ograniczeniem się do tych tylko praw, które stanowią bezpośrednią podstawę prawa naszego, tak jak nie mogła się pogodzić z apriorystyczną filozofią prawa. W r. 1846, a więc przed 60 laty, podniósł **Pütter** konieczność encyklopedycznego poglądu na prawo całego świata, a w tym samym roku poruszył **Leist** podstawy rzymskiej *ratio naturalis*, rzucając pytanie (na które jednak dopiero pod koniec życia odpowiedział), ile w tej *ratio naturalis* tkwi pierwiastków pierwotnych, które ludy greko-italskie wyniosły z wspólnej kolebki aryjskiej.

Wyrabiało się tym sposobem przekonanie, że wiedza prawnicza nie może się zadowolić wzorami, choćby najświetniejszymi, ale niepełnymi, że żaden objaw myśli prawnej ludzkiej nie może być obojętnym, że nie wolno nam pozbawiać się tego bogactwa form, w którym przejawia się prawo u przeróżnych ludów, na rozmaitych stopniach rozwoju. Wobec tego pierwszym obowiązkiem stało się zbieranie materiału i przygotowanie go do użytku porównawczego, drugim, metodyczne porównywanie i wyciąganie wniosków dla wytłumaczenia podobieństw prawnych u ludów zgoła z sobą niespokrewnionych, nie znających się wcale, oraz dla wytłumaczenia różnic prawnych u ludów pokrewnych, [965] lub w inny sposób do siebie zbliżonych. Temu wszystkiemu przyświeca, jako cel ostateczny, to, co już Leibniz podniósł, mianowicie objęcie całokształtu myśli prawnej ludzkiej w jej naturalnym związku z całokształtem ludzkiego życia duchowego, oraz zrozumienie **substancji** prawa i **przyczyn**, które kierują jego rozwojem.

Postęp, jaki niesie z sobą prawoznawstwo porównawcze, nie ogranicza się do wytknięcia celów, – to czyniono i dawniej; cele te zresztą niełatwo i nie prędko będą osiągnięte. Realną zdobycz stanowi już dziś to silne podkreślenie związku między prawem a całością życia duchowego i materialnego i sięgnięcie po informacje tam, gdzie ich dawniej nauka prawa nie szukała, do źródeł nieprawniczych, a jednak poważnych i ścisłych, których nie brak nigdzie, nawet u ludów, nie posiadających żadnych pomników prawa. Już **Bachofen** dowiódł w r. 1861 w swych badaniach nad prawem macierzystym (*Mutterrecht*), ile nauka prawa skorzystać może z badań etnologicznych, z mitologii i historii wierzeń, z historii obyczajów, języka i kultury. Tej zasługi wydobywania z materiałów nieprawniczych informacji prawniczych, nie zaćmi nam fakt, iż korzystanie z tych źródeł odbywa się i dziś jeszcze nie dość krytycznie. Nauka nasza wyzyskuje dla nauki prawniczej wszystko, co się z innych nauk wyzyskać da, aby zwiększyć zasób faktów oraz znajomość warunków, w jakich te *fakta* się pojawiają, a tym samym pogłębić zrozumienie i samych faktów, i praw rozwojowych. Prawoznawstwo porównawcze łączy się z ogólnymi dziejami ludzkości w wszystkich jej dziedzinach.

Jako wytwór duchowy jest prawo uwarunkowaniem naturą ducha i naturą potrzeb oraz zdolności ludzkich. Nieobojętnym więc dla nas jest to, co nam mówi **antropologia** o ludzkiej zdolności akomodacyjnej, o wytwarzaniu typów i ustalaniu skłonności, a dalej o różniczkowaniu rasowym mimo jednolitości rodzaju ludzkiego. Z różnym stopniem odporności rasowej, łączy się różna zdolność przystosowywania się do położenia, a więc także różna zdolność akomodacji prawa do zmian położenia; ważną też jest różność charakteru tj. temperamentu i siły woli, która sprawia, że w jednych i tych samych warunkach prawo różnych ludów może być różnym.

Obok antropologii **prehistoria** daje nam ważne wskazówki, ucząc, iż nie ma śladów życia ludzkości w stanie zwierzęcym, że człowiek odznaczał się, jak daleko ślady sięgają, zdolnością [966] starania się o względną, niezawisłość od przyrody i o uzupełnienie swych sił narzędziami, oraz że od najdawniejszych czasów był skłonny do wędrówek, które wytworzyły już w czasach przedhistorycznych wymianę produktów i potęgowały wspólność życia. Ta wspólność życia i wymiana produktów nie da się pomyśleć bez embrionalnej organizacji, chroniącej bezpieczeństwo osoby, mienia i pracy.

Ludzkość zachowała o tym niejedno wspomnienie bezwiedne, w formie mitologicznej; to też obok antropologii i prehistorii, dającej nam materiał kopalny, rzeczowy, **porównawcze badanie wierzeń** i tzw. folklorystyka dają nam, przekształcone co prawda, szczątki materiału duchowego. Równocześnie **historia kultury** uczy nas, w jakim stosunku życie gospodarcze i obyczajowe odpowiadało potrzebom zewnętrznym, a życie religijne, wraz z sztuką i językiem wewnętrznym i jak rozwijało się już na stopniu pierwotnym pragnienie zabezpieczenia tych wszystkich dóbr bronią etyki i prawa; uczy nas też, że wszystkie potrzeby ludzkie występują masowo, a nie indywidualnie. Mając na oku ten związek między potrzebami zewnętrznymi i wewnętrznymi, unikamy przeceniania czynników materialnych, a zwłaszcza samego życia gospodarczego, któremu nauka przez pewien czas przypisywała znaczenie zbyt jednostronne. **Historia gospodarcza** daje nam ważne wiadomości o różniczkowaniu się zajęć, o podziale pracy i o społeczno-prawnym znaczeniu organizacji zajęć. Historia **religijna** zaś zaznajamia nas z rozwojem najgłębszego uczucia ludzkiego, które polega na związku ducha ludzkiego z światem nadprzyrodzonym; związek ten jest jedną z głównych podstaw idei sprawiedliwości i odróżniania czynów złych od dobrych. Obok religijnej konieczności karania wytwarza się też przeświadczenie konieczności otoczenia pewnych stosunków prawnych aureolą religijną i tym sposobem życie prawne, gospodarcze i społeczne staje pod tarczą wiary. Nie przynosi to prawu ujmę, lecz przeciwnie daje mu, obok treści zmiennej, podwaliny moralne, odpowiadające potrzebom ducha ludzkiego.

Cały ten związek między poszczególnymi stronami życia materialnego i duchowego wymaga narzędzia komunikacyjnego. Jest nim **mowa**, bez której każda myśl byłaby stracona. Im to narzędzie lepsze, tym subtelniej oddaje myśl, a więc i myśl prawną. Zdolność i skłonność do mówienia jest faktem antropologicznym; ale na stopień rozwoju tej zdolności wpływa kultura i szereg warunków. Nauka filologiczna wykazała już dawno związek między [967] rozwojem myślenia a rozwojem języka; prawoznawstwo porównawcze buduje na tej podstawie dalej i dochodzi już dziś do ważnych analogii, ale i różnic, na polu rozwoju języka i myśli prawnej.

Posiłkujemy się w tym względzie zdobyczami dość nowej również nauki, tzw. **psychologii ludów**, która stała się cennym sprzymierzeńcem filologii porównawczej; odsłaniając ogólnoludzkie tło pojęć prostych, daje nam ważne informacje co do powstawania zasadniczych pojęć prawniczych.

Ponieważ prawoznawstwo porównawcze bada rozwój i objawy prawa, a prawo nie jest produktem woli jednostek, lecz produktem zbiorowym, więc tak jak historia kultury, historia wierzeń, lub nauka psychologii ludów, musi i nasza nauka korzystać z **etnografii** i **etnologii**, a wraz z nimi przyswajając sobie zdobycze nowej gałęzi nauk geograficznych, tzw. **antropogeografii**, która bada związek między kulturą a tłem geograficznym i wydała już cenne owoce co do stosunku, jaki zachodzi między rozwojem państwa, prawa i życia społeczno-gospodarczego pewnej grupy ludzkiej, a jej terytorium. Łączy się z tym wszystkim badanie **socjologiczne**, które kładzie specjalny nacisk na powody i skutki wszelkiego uspołecznienia, a w szczególności na związek głęboki między formami życia społeczno-gospodarczego a potrzebami prawnymi i sposobem ich zaspokojenia.

Rozumie się wreszcie samo przez się, iż skoro wszelki rozwój kultury i prawa odbywa się w grupach etnograficznych, społecznych, a względnie państwowo-narodowych, to badanie porównawcze musi zwracać uwagę na dzieje tych grup, a więc na rezultaty **historii powszechnej**, która dopiero w ostatnich czasach stała się istotnie powszechną, podczas gdy dawniej obejmowała tylko dzieje kilkunastu narodów.

Wyliczając antropologię, prehistorię, porównawcze badanie wierzeń, historię kultury, historię gospodarczą, filologię porównawczą, psychologię ludów, etnologię, antropogeografię,

socjologię i historię powszechną, wymieniam tylko te nauki, które nam dostarczają faktów i podstaw nieprawniczych, a jednak przydatnych do wniosków prawniczych. Są one więc dla nas bezpośrednio ważnymi; nie mogą jednak pominąć w tym zestawieniu tych nauk, które pośrednio dają nam pobudki do formułowania zagadnień, jak przede wszystkim filozofia, a obok niej porównawcze nauki przyrodnicze, którym za wielką zasługę poczytać należy wyrobienie teorii ewolucji.

[1968] Rozumie się, że z tego oceanu wiedzy należy korzystać krytycznie, co niestety nie zawsze się dzieje; ogrom materiału trudno zestawić, jeszcze trudniej opanować. Ale jeżeli się to uda, natenczas okaże się w całej pełni siła kombinacyjna myślenia, która pozwoli z faktów znanych wnosić logicznie na fakty nie dające się stwierdzić; okaże się, co i dziś widzimy, że można iść poza sferę tego, cośmy przywykli za źródła uważać, bez popadania w brak ścisłości.

Już dziś wydobywamy z tego materiału nieprawniczego informacje o instytucjach prawnych, o których właściwe źródła prawne milczą i podstawę do zasilenia wiadomości o takich instytucjach, o których z właściwych źródeł prawa nie można nabrać dobrego pojęcia. Żadna historia prawa nie da nam obrazu najstarszego prawa familijnego z czasów przed zaistnieniem małżeństwa, ani o prawie opartym na macierzyństwie, ani nawet o przejściu od matriarchatu do władzy ojcowskiej. Żadne źródło prawa nie wyjaśni nam dokładnie powstania małżeństwa, powstania własności i powstania grupy społeczno-państwowej, bo żadne nie obznajomi nas z najdawniejszymi, **bezwiednymi** podstawami prawa.

Tak jak w ogóle w dziedzinach ducha, tak i w prawie nie wszystko się przejawia dobitnie i bezpośrednio, a za to niejedno zbyt wyraźnie; ale z tego nie można wnosić, jakoby to, co się nie przejawia, nie istniało, ani też, aby to, co się przejawia, było właśnie najważniejszym. Życie duchowe, tak jak uczuciowe, sięga głębiej niż z wyraźnych objawów zewnętrznych wnosić można. Dopiero z ogółu objawów bezpośrednich i pośrednich, z logicznej ich kombinacji, można nabrać stopniowo pojęcia o siłach duchowych, a więc i o sile idei prawa.

Materiał, który zawdzięczamy tym wszystkim naukom, przedstawia się do czasu niemal chaotycznie. Uderza nas, że często coś, co uważamy za nader proste i jak mówimy, „naturalne”, bośmy się z tym zrośli, u wielu ludów nie istnieje, a natomiast istnieje tam coś niezmiernie według naszych pojęć skomplikowanego; dość porównać indoeuropejski ustrój rodzinny z pojęciami prawno-familijnymi Indian amerykańskich lub Malajczyków. Dobra, nam drogie, o których obronę prawną staczamy walki, wielu ludom są obojętne; dość przytoczyć znaczenie prawne języka, w którym widzimy najcenniejszy skarb narodu i jednostki, gdy tymczasem liczne ludy, i to wcale nie dzikie, nie przywiązują do języka żadnego znaczenia i zatracają go bez oporu lub żalu; albo [1969] to spostrzeżenie, że ludy pierwotne uważają właśnie swe prawo za najważniejsze dobro, za skarb ekskluzywny, od którego wykluczają obcych, że dopiero postępowo odbiera prawną tę cechę, którą byśmy może szowinistyczną nazwali; ten sam postępowo wpływa jednak na podniesienie świadomości narodowej, na cenie własnego języka. Takich pozornych sprzeczności znajdujemy bardzo wiele.

Są one pozorne; chaotyczne wrażenie znika, jeżeli się dochodzi praw rozwojowych, stopni rozwoju i ich związku z ogólnymi warunkami życia u przeróżnych ludów. W tym badaniu czerpiemy nie tylko naukę, lecz i otuchę, bo zaczynamy rozumieć, czym się tłumaczy częsta skostniałość i niesprawiedliwość prawa. Widzimy, jak mimo twarde nieraz warunki zewnętrzne, mimo pęta formalizmu, rośnie pojęcie i ilość dóbr prawnych, nie tylko materialnych, lecz i idealnych, które z dziedziny myśli i uczucia przechodzą w dziedzinę i pod opiekę prawa. Tak np. idea ludzkości zmienia zabijanie bezbronnego wroga na niewolę, niewolę na poddaństwo, które wreszcie prowadzi do wolności; z pełnej odpowiedzialności, która obejmuje życie, rodzinę, a nawet trupa dłużnika, wyrasta odpowiedzialność czysto majątkowa, która doznaje nawet majątkowych ograniczeń; z bezwzględnej kary śmierci za wszystko niemal, wytwarzają się

obok wygnania, okrutne niewątpliwie kary kaleczenia, jednak mniej dotkliwe niż śmierć, aby wreszcie ustąpić karom ludzkim; z małżeństwa przez kupno lub porwanie powstaje stosunek równouprawnionej spółnoty małżeńskiej o charakterze idealnym itd. W tym wszystkim widoczny postęp idei prawa jako czynnika cywilizacyjnego, jako tego właśnie, który ideałom daje trwałość w zewnętrznie wyrobionych instytucjach, w ucieleśnieniu praktycznym.

Można już dziś stwierdzić w ludzkości stopniowe zwycięstwo idei nad materią prawa, podnoszenie dóbr idealnych do rzędu dóbr prawnych; a nawzajem podupadanie wartości prawnej dóbr, które są tylko materialnymi i nie mieszczą w sobie pierwiastków idealnych.

Nawiązując te liczne nici między prawem a innymi naukami, dochodząc stosunku między różnymi prawami jako objawami ogólnoludzkiej idei prawa, zrywamy z nienaturalnym wyodrębnianiem prawa spośród innych nauk i usuwamy izolację poszczególnych praw względem siebie.

Tak jak przyrodnik bada objawy każdej siły w rozmaitych warunkach, aby sprawdzić, jak ona w różnych wypadkach reaguje, [970] tak prawoznawstwo porównawcze, pozbawione z natury rzeczy możliwości eksperymentowania, obserwuje ideę prawa w przelicznym jej objawach, aby dociec stopnia, w jakim przeróżne warunki wewnętrzne i zewnętrzne na prawo oddziałują i jak prawo wobec nich się zachowuje. Nie idzie zatem, abyśmy zapoznawać mieli samoistość prawa wśród całokształtu życia ludzkiego. Obserwacja stosunków między prawem a resztą życia uczy nas, że mimo ścisłego związku, idea prawna podlega odrębnym prawidłom rozwojowym. Zrywamy wreszcie z izolowaniem poszczególnych instytucji lub działów prawnych, bo badanie porównawcze poucza nas, jak ścisłym jest związek między poszczególnymi instytucjami, jak prawo publiczne oddziałuje na prywatne itd.

Idziemy więc dalej niż historia prawa i postępujemy inaczej, niż dogmatyka i filozofia prawa; nie odrzucamy jednak żadnej zdobyczy nauki prawniczej. Za wzorem historii prawa uprawiamy badania źródłowe i stosujemy metodę prawno-historyczną do nowo zdobytych źródeł. Podzielamy przekonanie szkoły prawno-historycznej, iż nie dochodzi się do żadnych pewnych rezultatów drogą apriorystyczną, która prowadzi zbyt często do nieuzasadnionych ogólników. Uznajemy potrzebę ścisłości **dogmatycznej**, aby się ustrzec przed częstym niestety zacieraniem granic między prawem a zwyczajami, które jeszcze prawem nie są. Pamiętamy też o tym, że filozofii, a w szczególności filozofii i encyklopedii prawa zawdzięczamy pobudkę do postawienia najśmielszych pytań.

Ale nawzajem możemy już dziś powiedzieć, jaką korzyść przynosi prawoznawstwo porównawcze tym wszystkim gałęziom wiedzy prawniczej.

I tak żadna historia prawa nie daje sama przez się pełnego obrazu rozwoju prawa u pewnego ludu od kolebki do grobu; każda potrzebuje uzupełnień wnioskami na analogii opartymi, oraz pogłębienia pojęcia związku między przyczynami a skutkami; żadna też nie potrafi dać odpowiedzi, o którą dla prawa rzymskiego np. kusił się taki Jhering, na pytanie, ile rozwój danego prawa zawdzięcza warunkom historycznym, a ile w nim czynnika ogólnoludzkiego. Badania porównawcze mają te niedostatki w części przynajmniej usunąć.

Dogmatyka prawa dochodzi do swych definicji dotychczas na podstawie znajomości kilku praw, głównie prawa rzymskiego. Stanie się nierównie bogatszą, gdy na podstawie badań porównawczych pozna elastyczność pojęć, które przywykliśmy uważać za [971] stałe i gdy pozna związek między formowaniem się pojęć a warunkami wewnętrznymi i zewnętrznymi, związek znów bardzo rozmaity w miarę stopnia rozwoju i siły akomodacyjnej.

Nie po raz pierwszy sprawdzi się, że najrealniejsze korzyści przynosi wiedzy ludzkiej ta nauka, która do nich bezpośrednio nie zmierza.

Spodziewać się można, że innymi drogami pójdzie praca ustawodawcza, jeżeli będzie się mogła oprzeć na doświadczeniach całej ludzkości i na pogłębionym zrozumieniu warunków

rozwoju prawa. Inny też duch wstąpi w praktykę prawa, jeśli się ona będzie mogła przejąć przeświadczeniem o wewnętrznym związku między warunkami życia duchowego i materialnego, a rozwojem i przeznaczeniem prawa.

Moglibyśmy się więc zadowolić tym, co nauka nasza daje lub da w przyszłości prawu. Ale możemy śmiało twierdzić, że prawoznawstwo porównawcze potrafi się także odwdziżyć i tym naukom nieprawniczym, których jest dłużnikiem. Wszak, korzystając dla celów prawniczych z materiałów nieprawniczych, odkrywa nauka nasza nowe znaczenie tychże materiałów, podnosi ich wartość, rozszerza widnokrąg nauk odnośnych i staje się ich współpracowniczką. Ten sam materiał nieprawniczy, opracowany prawniczo, potężnieje w swym znaczeniu i staje się tym pożyteczniejszym dla coraz to wyższych konstrukcji filozoficznych. Tym sposobem i sami splećmy i innym naukom splećmy pomagamy wspólny dług względem filozofii, której będziemy mogli dać nowe przyczynki do teorii poznania oraz do etyki i teorii myślenia.

Dla filozofii nie może być obojętnym, że prawoznawstwo porównawcze, które sięga do krańców poznania prawa, przyczynia się tym samym do lepszego określenia stosunku między przyrodą a duchem ludzkim i do rozszerzenia zakresu pojęć o świecie duchowym. Nie może też być obojętnym, że badając losy prawa poprzez wszystkie czasy, ma nauka nasza sposobność obserwowania związku między ideą a jej urzeczywistnieniem.

Nie koniec na tym. Nauka, która dąży do tego, aby zająć stanowisko poważne nie tylko w wszechświecie wiedzy, lecz także w rządzie nauk uniwersyteckich, ma jeszcze inne obowiązki. W tych murach dzielimy się nie tylko wiedzą, lecz kształcimy także poczucie obywatelskie, społeczno-obywatelskie i narodowe. Cóż więc w tym względzie przynosi prawoznawstwo porównawcze?

Daje ono, jak powiedziałem, tło do zrozumienia stanowiska każdego prawa w świecie prawa; pozwala zrozumieć lepiej związek [972] między poczuciem prawa pewnego ludu, a ideą prawną ludzkości; przyczynia się więc na tle ogólnym do tym lepszego zrozumienia ważnych objawów ducha narodowego.

Im zmienniejsze i trudniejsze warunki, tym cenniejszym jest podkład duchowy; im lepiej go znamy, tym silniejszą jego odporność; pogłębić tę znajomość na tle ogólnoludzkiej idei prawa jest najszlachetniejszym zadaniem nauki prawniczej. Każdy filolog potwierdzi, iż dokładną świadomość języka ojczystego nabywamy na podstawie poznania teorii języków innych; tak samo własne poczucie prawa wzmacniamy poznaniem innych przejawów idei prawnej.

Prawoznawstwo porównawcze uznaje wprawdzie znaczne różnice w doskonałości praw różnych ludów i w ich zdolności prawotwórczej. Ale tłumacząc te różnice naukowo i obejmując bezstronnie prawa wszystkich ludów, bez predylekcji dla tych, którym warunki pozwoliły rozwinąć się silniej, przyczynia się nauka nasza do podniesienia uczucia sprawiedliwości. Sądu naukowego narody się nie obawiają; naród zwyciężony i narażony na napaści polityczne może tylko zyskać na tym, jeżeli miara naukowa zastępuje miarę polityczną.

Te okoliczności powinny zapewnić prawoznawstwu porównawczemu sympatię, zwłaszcza tam, gdzie nauki ogólne, wyświecające prawidła rozwoju i dociekające ducha oraz idei prawa, mają znaczenie zespalające wszystkich, **co tę samą ideę prawa wyznają, a wspólnego prawa dziś nie mają.**

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HEALTH, ENVIRONMENT, DEVELOPMENT**ASSESSMENT OF ANXIETY AND STRESS RESISTANCE
OF PHARMACISTS DURING THE PREPARATION FOR THE FIRST STAGE
OF THE UNIFIED STATE QUALIFICATION EXAM****Iryna Yaremii**

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Summary

An emotionally vulnerable student begins to lag behind in studies, is constantly in a state of fear and anxiety, apathy, his/her general and social activity decreases, and the state of health deteriorates.

Materials and Methods. The article assesses the level of anxiety and stress resistance of pharmacy students during the period of preparation for the first stage of the Unified State Qualification Examination (USQE) – the Integrated Test Exam "Step 1" and the Professional English Language Exam for the specialty "Pharmacy, Industrial Pharmacy" (full-time form of education).

Results. It was established that high levels of situational and personal anxiety are characteristic of the majority of pharmacist students, who are characterized by insufficiently developed self-control and lack of confidence in their abilities, and for 73.8% of students during the period of preparation for the 1st stage of USQE, it is impossible to reduce the threshold of sensitivity to stress without processing the psychological component of exam stress.

Conclusions. Students of the full-time Faculty of Pharmacy have low stress resistance and a high level of situational and personal anxiety. Pharmacist students prone to high levels of situational and personal anxiety are characterized by stiffness, tension, and excitement in extreme situations, which proves empirical dependence – young people who are unsure of their abilities have low stress resistance and are more anxious.

Key words: anxiety, stress resistance, pharmacy students, exam.

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1. Introduction

A significant volume of information, high demands and the modern pace of life have always been and remain factors that determine the growth of neuropsychological stress, the number of disturbing behavioral manifestations, the dominance of which can lead to the emergence of a state of anxiety, and subsequently to the development of stress (*Hubert Suszek, 2015*).

Today, there are changes in Ukraine that lead to the emergence of stressful situations, especially for people with a low level of stress resistance. In addition to the above-mentioned factors, the state of psychological well-being of students of the 3rd year, majoring in "Pharmacy, Industrial Pharmacy", who are studying at the second (master's) level and will take the 1st stage of the USQE in June of this year, was first significantly affected by the epidemic of COVID-19, and starting from 24 February 2022 due to a full-scale military invasion of russia.

A general regularity is known (*Streletska I. I., 2017*), which consists in the fact that the level of stress resistance is formed in the dynamics of professional formation, increasing with the increase in the level of professional competence (experience).

Anxiety is an increased tendency of a person to experience a state of emotional and personal anxiety in any life situations, in particular when there is no reason for this and it is not just a personal trait of a large number of people, but a characteristic of modern society, an integral feature of the present. "Anxiety" in psychology is defined as an individual property or character trait of a person with an increased tendency of a person to excessive excitement in any life situations, which "has a subjective nature and does not manifest itself as a physical danger" (*Khalik O.O., 2010*). Most often, manifestations of anxiety can occur at the psychological and physiological levels. Manifestation of anxiety at the psychological level is tension, preoccupation, restlessness, fear, apprehension, nervousness and manifests itself in the form of uncertainty, helplessness, powerlessness, insecurity, loneliness and is the trigger for disorders of the emotional sphere (*Andreeva I.N. 2007*). At the physiological level, anxiety reactions are manifested by increased heartbeat, faster breathing, an increase in minute blood volume, an increase in blood pressure, and an increase in general excitability. Anxiety is a factor in the regulation of behavior in society, which interferes with productive interaction. Experts often associate anxiety with a decrease in self-esteem and self-confidence (*Vasylenko Yu. O., 2021*), which, of course, affects the success of a young person. An emotionally vulnerable student begins to lag behind in studies, is constantly in a state of fear and anxiety, apathy, his/her general and social activity decreases, and the state of health deteriorates. Unlike fear, the causes of anxiety, as a natural reaction to a stressful situation, are not realized by the student, but over time can lead to the emergence of diseases of stress etiology, so-called "stress diseases" (*Stelmaschuk H.R., 2015*). In addition, emotional excitement is an obstacle to successfully passing exams.

The most popular theory of stress is the theory of H. Selye, according to which the body reacts to strong external stimuli with a protective reaction aimed at adapting to the stimulus, which is considered a state of stress. In contrast to the state of physiological stress described by H. Selye, psychological stress can also occur as a reaction to predicted events, the onset of which a person is anxiously awaiting (*Perepelitsa O.O., Yaremiy I.M., Kupchanko K.P., Trufen L.I., 2018*). Modern Ukrainian students are constantly under stress not only because of the large amount of educational material that needs to be mastered, but also because of the difficult situation in Ukraine – because of the danger of shelling or the onset of a blackout.

Therefore, the assessment of the level of anxiety and stress resistance among students in the pre-examination period is relevant, and the problem of predicting the stress states of one or another student for the exam procedure is significant, especially when the question concerns the

1st stage of the USQE, because whether the student will receive a diploma depends on the results of the student's passing of this exam a specialist in his dream specialty. In addition, the result of third-year students passing the 1st stage of the USQE is one of the indicators that determines the rating of higher medical and pharmaceutical educational institutions of Ukraine, and therefore, good results of students passing this exam contribute to the formation of the prestige of the educational institution and to some extent ensure the competitiveness of the students of education.

The goal of this study to determine the level of anxiety of students of the 3rd year, majoring in "Pharmacy, Industrial Pharmacy", who study at the second (master's) level (form of education: full-time) in the process of their preparation for the first stage of the Unified State Qualification Examination (USQE) – Integrated test exam "Step 1" and the Professional English Language Exam.

2. Materials and methods

The experimental base of the research was a group of 46 respondents – students of the 3rd year of the full-time Faculty of Pharmacy of the higher education institution of Ukraine "Bukovyn State Medical University" aged 19-22. The research program covered a complex of theoretical (analysis, systematization, generalization of scientific literature on the subject of research), empirical (testing of the "Situational and Personal Anxiety Scale" by Ch. Spielberg and testing of the "Stress Resistance Assessment" of Boston University), statistical (Excel computer program package) and interpretive methods. To assess the level of students' readiness for the exam, the results of complex control tests, which cover the test base of the license integrated exam, were used.

3. Results

According to the obtained results, 70% of persons with a high level of situational anxiety were found among pharmacist students of the 3rd year of full-time education. This contingent of students, constantly reminded of the importance and responsibility of passing the license integrated exam, is in a state of emotional tension. For individual students, this anxiety gradually transforms into a state of fear that the young person is unable to cope with on his own. Students with a low level of situational anxiety are self-confident, able to quickly adapt to a stressful situation, while students with a high level of situational anxiety are characterized by stiffness, agitation, excessive worry and tension.

Situational or reactive anxiety as a condition is characterized by subjectively experienced emotions: tension, anxiety, preoccupation, nervousness. This state occurs as an emotional reaction to a stressful situation and can vary in intensity and dynamics over time (Spielberger's State-Trait Anxiety Inventory (STAI)).

It should be noted that this year's third-year students, compared to a similar contingent of students in previous years, demonstrate a higher level of situational anxiety, which is characteristic mainly of students with increased stiffness, excitement, anxiety and tension.

One of the important reasons, in our opinion, which affected the psychological state in the lives of Ukrainian pharmaceutical students in their third year of study was that, starting from the 1st year, they had to study online due to quarantine restrictions due to the COVID-19 epidemic, and a real challenge for them became a full-scale invasion of russia. Due to the invasion of the russian aggressor, the training process can be suddenly interrupted at any moment by the "air alarm" signal. Students whose relatives are defending Ukraine at the front or remained living in the territories near the front line, besides, are constantly in a state of stress because they worry about their relatives.

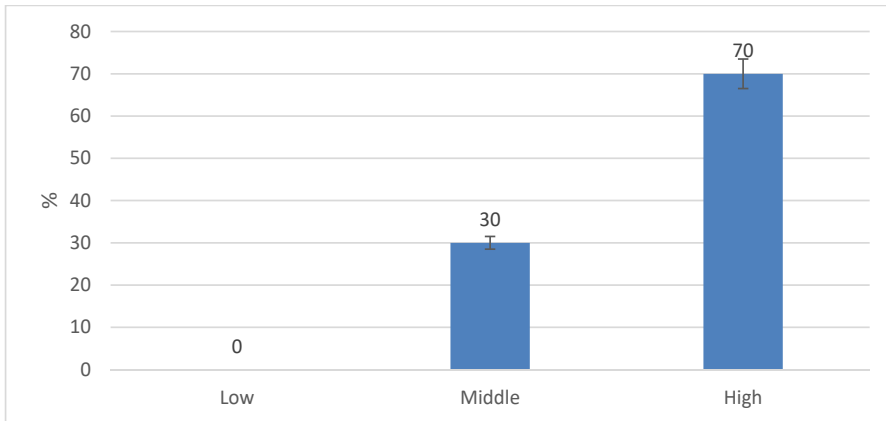


Fig. 1. Situational anxiety of pharmacy students

Personal anxiety is a constitutional limit that determines the tendency to perceive a threat in a wide range of situations. With high personal anxiety, each of these situations is stressful for the individual and causes him severe anxiety (Spielberger's State-Trait Anxiety Inventory (STAI)).

A high level of personal anxiety (59%) was found for the majority of respondents among full-time students. The results of the analysis of the questionnaires proved that respondents with persistent personal anxiety are characterized by increased mistrust, alertness and emotional inflexibility, inability to manage their emotions.

Experts claim that the level of personal anxiety is related to the past experience of the individual, with his frequent feeling of situational anxiety. In this context, 6 groups were distinguished among students according to the levels of situational and personal anxiety (Fig. 3). At the same time, the group with high situational and high personal anxiety turned out to be the most numerous, and the group with medium situational and high personal anxiety ranked second. The group with an average level of situational and personal anxiety is even smaller.

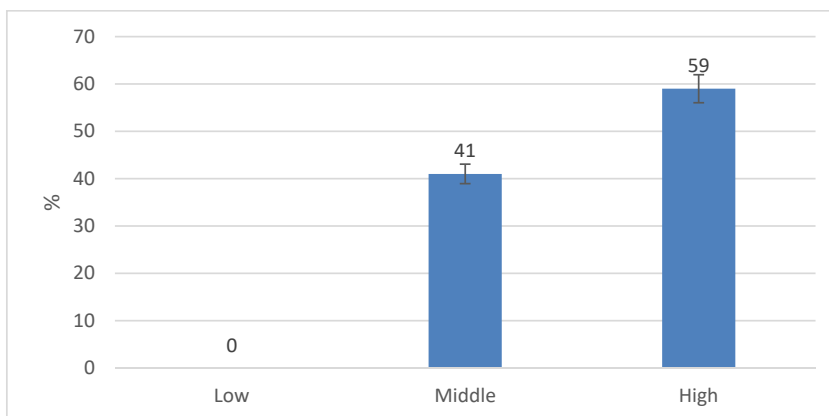


Fig. 2. Personal anxiety of pharmacy students

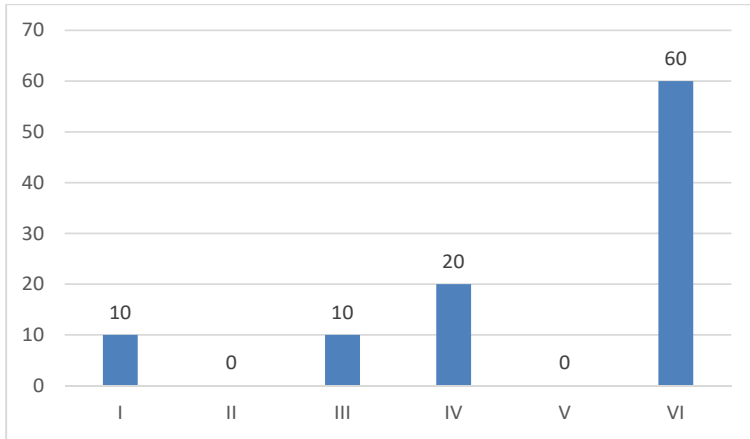


Fig. 3. Groups of students according to different levels of situational and personal anxiety:

I – low situational, medium personal; II – low situational, high personal;
 III – average situational, average personal; IV – medium situational, high personal;
 V – high situational, average personal; VI – high situational, high personal

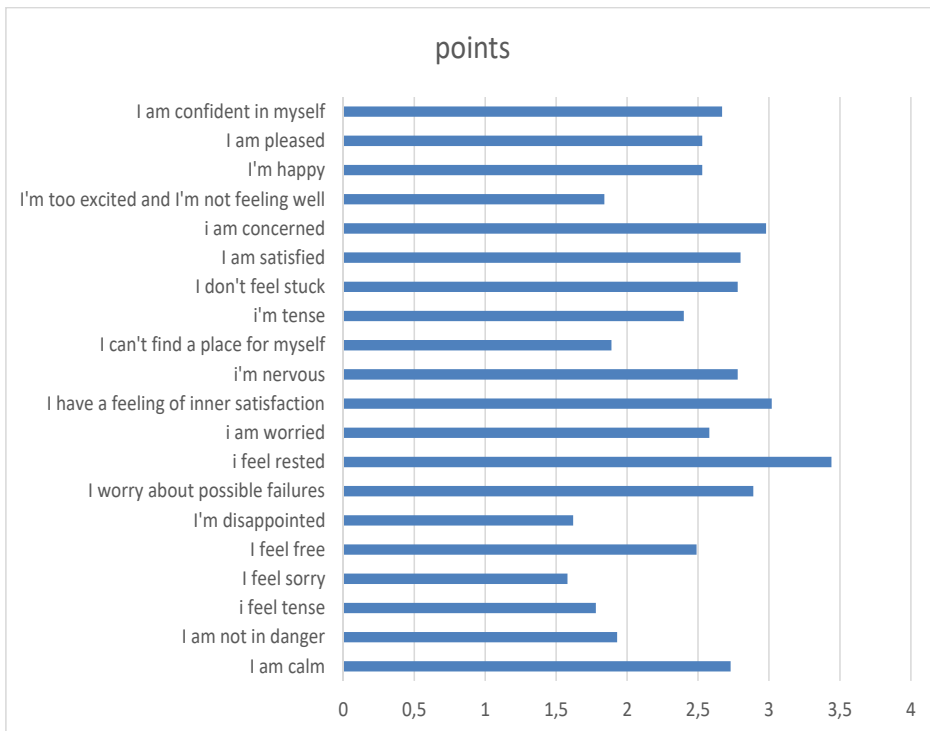


Fig. 4. The average number of points of respondents according to the statements of the questionnaire for determining situational anxiety

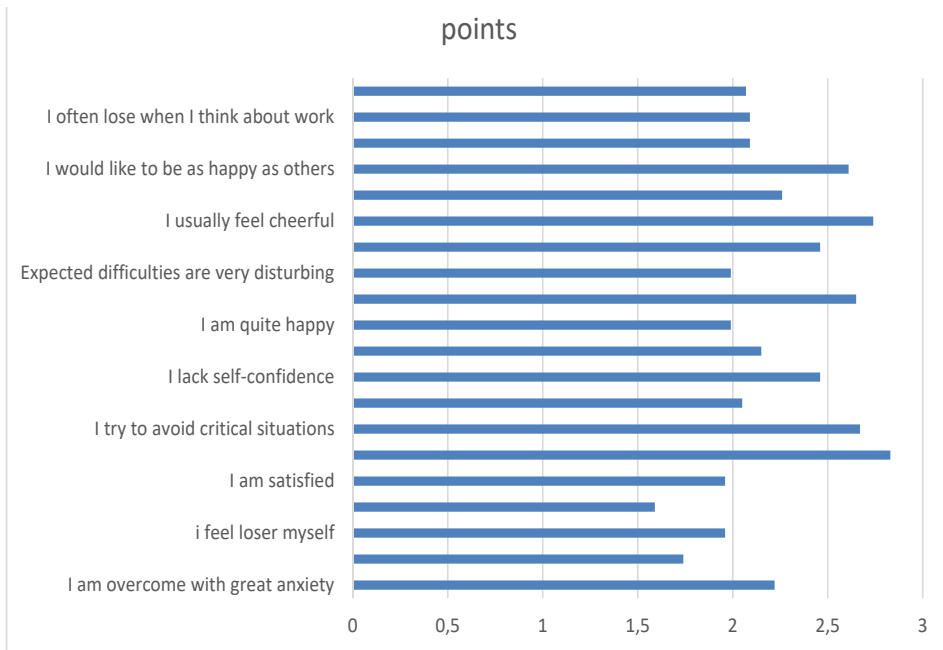


Fig. 5. The average number of points of respondents according to the statements of the questionnaire for determining personal anxiety

Therefore, about 80% of respondents are prone to high levels of personal anxiety. Since the levels of personal anxiety affect the level of stress resistance, the obtained results regarding the situational and personal anxiety of pharmacy students require the use of measures to stabilize the psychological state of students to ensure their successful completion of the 1st stage of the USQE. In addition, the analysis of the results of the success of pharmacy students on pre-tests in preparation for the exam showed a trend towards lower levels of anxiety in students who, as a result, received a higher score.

Among the interviewed 3rd-year pharmacy students, less than a third are stress-resistant, and in the pre-examination period, the group of students with a low and very low level of stress resistance predominates.

Solving the problem of predicting stressful situations is "impossible without studying the physiological and psychological components of exam stress" (Kulish O.V., 2017, Haldorsen H., et al. 2014).

Emotional stress is an obstacle to successfully passing state licensing exams, in particular the first stage of the USQE, because it does not pass without a trace for the health of students. The duration of night sleep during exam preparation is reduced for at least half of the students, which leads to chronic fatigue and emotional burnout. During this period, they begin to consume

High	Sufficient	Low	Very low
1,2%	25%	55,1%	18,7%

Fig. 6. Groups of students according to the level of stress resistance

significantly more coffee, and many of them become exhausted several weeks before the exam. To reduce emotional stress, the percentage of students who smoked cigarettes and drank alcohol in an attempt to relieve stress increased. At the same time, less than 10% of surveyed students practice healthy methods of stress relief through hiking and active sports. A third of respondents claim that they need the support of friends and/or relatives at this time. In general, the results indicate that a significant number of students cannot independently cope with stress in ways that do not harm their health, and therefore need psychological support.

Therefore, the task of the educational institution is to improve the program of preparing students for the first stage of the Unified State Qualification Exam through systematic training and the application of techniques for reducing the level of anxiety and improving their stress resistance. In this context, teachers should work in tandem with psychologists.

4. Conclusions

Students of the full-time Faculty of Pharmacy have low stress resistance and a high level of situational and personal anxiety. Pharmacist students prone to high levels of situational and personal anxiety are characterized by stiffness, tension, and excitement in extreme situations, which proves empirical dependence – young people who are unsure of their abilities have low stress resistance and are more anxious.

Recommendations. To reduce the level of a high tendency to develop stress and increase one's own stress resistance, we recommend attending stress resistance training, self-training, relaxation, self-analysis, developing the skills of adequate assessment of the situation and balanced response to life's difficulties.

Prospects for further research. Appropriate programs for psychological correction of anxiety levels and ensuring stress resistance in students for the period of preparation for exams need further improvement.

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