PNAP

SCIENTIFIC JOURNAL OF POLONIA UNIVERSITY
PERIODYK NAUKOWY AKADEMII POLONIJNEJ

58 (2023) nr 3

CZESTOCHOWA 2023

PARTNERZY / PARTNERS

Scientific journal has the scores, is available in the Open Journal Systems database (http://pnap.ap.edu.pl/index.php/pnap) and has the DOI prefix.

PNAP – Scientific Journal of Polonia University is admitted to the following international scientific databases:

- DOAJ (Directory of Open Access Journals);
- Polish scientific and professional electronic journals;
- General Impact Factor;
- Punktacjaczasopism;
- UlrichsWeb;
- CiteFactor;
- DRJI;
- Nukat;
- Sindexs;
- ROAD;
- IndexCopernicus;
- Crossref;
- WorldCat;
- Universitätsbibliothek Leipzig;
- TIB;
- ESJI;
- PBN;
- Scilit;
- TIB;
- JIFactor.

The paper version of the Journal is the original version. The Journal is available in the electronic form on the website: www.pnap.ap.edu.pl

CONTENTS

LANGUAGE, CULTURE, COMMUNICATION

INNOVATION, WORK, SOCIETY

HEALTH, ENVIRONMENT, DEVELOPMENT

TECHNOLOGY, CREATIVITY, IMPLEMENTATION

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 58 (3) (2023)!

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

Authors in the sphere of health development elicit microscopic architecture of the liver of rats in normal life and after two weeks of cannabidiol oil applications, while research papers on innovation, work, society work on urgent environmental imperative in the context energy efficient and environmental focus of smart cities.

But the most important, to our minds, is the issues of investments in housing construction in the context of modern trends, the features of the graphic representation of military life during the first and second World Wars and in the interwar period, priority areas and means of public administration countering raiding, Poland and Hungary soft impacts on Ukraine, digital identification and financial monitoring through the prism of new technologies against crime.

The scientific issue also contains interesting researches in language, culture, and communication that are focused on actual issues of intercultural communication, translation, and discourse analysis. Special attention has been paid to the investigation of categorization and pragmatics of texts in the modern paradigm of scientific knowledge, narratives of female characters in mainstream cinema, technical translation in the system of translation theory, film adaptation of a literary work as a specific type of intersemiotic translation, metaphor analysis of Tesla's stock volatility in business media discourse, specific features of point of view in contemporary Ukrainian adventure stories for children and youth, nonverbal communication as embodied constants of nonverbal experience in fictional texts.

In the education realm much attention is paid to theoretical aspect of the phenomenon of communicative culture as a professional value of specialists, the use of GPTchat among students in Ukrainian universities methodological approaches to the development of pedagogical skills in an inclusive environment, research history of paradigmatic relations in phraseology.

A new insight has been gained into effective methods to increase the level of foreign language proficiency in higher educational establishments, as well as methodological support for the development of emotional intelligence of preschool children, ways of influence of European art on Chinese opera culture and to the significance of world of theaters.

We really appreciate all the articles that have already been sent to PNAP, and those, which are going to be submitted to our journal. We would also like to express our particular gratitude to all the members of the Editorial Board, to the reviewers, and to those who kindly accepted our proposal to work together and contribute to the creation and further development of PNAP.

Andrzej Kryński

LANGUAGE, CULTURE, COMMUNICATION

WORLDLY SIGNIFICANCE OF THEATERS:
IREVAN STATE AZERBAIJAN DRAMA THEATER

Gulkhara Ahmadova
Doctor of Philosophy in Philology, Associate Professor, Honored Cultural Worker
of the Republic of Azerbaijan, Head of the Department of Theater and Cultural Studies,
Nakhchivan State University, Azerbaijan
e-mail: gulxareehmedova1966@gmail.com, orcid.org/0009-0007-7150-9700

Summary
Historically and even now, the literary and cultural environment of Azerbaijan is known both in the East and in the West. As a result of the severe tragedies, deportations, and genocides inflicted on the people of Azerbaijan, scientific and educational institutions, state institutions, museums, natural monuments, and cultural centers created in our country have suffered as much as our people. Theaters were also forced to live the fate of refugees. Today Shusha Musical Drama Theater, Aghdam State Drama Theater, Fuzili State Drama Theater continue their activities in the field of refugees. All three theaters, which have a great tradition of Armenian influence, have undoubtedly struck a blow. The annals of the Theater, which went through a tumultuous journey and was repeatedly subjected to Armenian vandalism, is a part of the historical destiny of our compatriots in the ancient lands of Azerbaijan. The article discussed the history, activity, and post-deportation activities of the Yerevan State Azerbaijan Drama Theater in exchange for all these processes. At the same time, attention was drawn here to the current situation of the Iravan State Azerbaijan Drama Theater and the works in the theater's repertoire. It was emphasized that the theater, which went through a difficult and turbulent path, goes on tours today, stages new plays, and gives successful performances. The article is dedicated to the ongoing processes related to the Yerevan State Azerbaijan Drama Theater.
Key words: Irevan State Azerbaijan Drama Theater, Baku, deportation, refugee, Azerbaijan, culture, development, today, yesterday.

1. Introduction

"The changes in the cultural life of Azerbaijan against the background of the social and political events that took place from the second half of the 19th century laid the groundwork for the transformation of the traditional folk theater into a professional secular theater. Since its inception, as the first center of professional theater art in the Eastern Islamic world, it has always devoted a large space to works with high ideas and deep social content in its rich repertoire. Azerbaijani theater developed on the basis of works of European and Russian classics and

Azerbaijani dramatists along two lines organically united with each other. These two directions created the unity of national and humanity, Eastern mentality, artistic specificity and European theater traditions in the Azerbaijani theater. This unity played an important role in the development of Azerbaijani culture and became its characteristic feature" *(Zumrud, 2013)*.

Irevan State Azerbaijan Drama Theater is remembered for interesting works in this regard. The history of the theater has been determined since 1882 with reference to various sources, historian-scientist Israfil Mammadov wrote about it extensively in his researches. The scientist writes that the history of the Azerbaijani theater in Irevan begins at least from 1880-81. In this regard, the newspaper "Psak" ("Wreath") published in Irevan published an extensive review entitled "Persian theater" on April 10, 1882, in its 7th issue. It is said in the article that for the sake of charity for poor students, the theater lovers from Iravan Turks performed Vasag Madatov Nazmin's play "Greed wins the Enemy" for the first time in the second half of 1881, and for the second time on April 2, 1882.

2. Main text

Let us emphasize that in 1880-1882, so in the early days of the theater's activity, performances were presented by amateur actors in Irevan. "In 1886, 23 years old gymnasium teacher Firudin Bey Kocherli organized a theater performance in Irevan. That play – M. F. Akhundov's comedy "Monsieur Jordan and the Dervish Mastali Shah" becomes a cultural event in the life of the people of Irevan, but F. Kocharli left Irevan in 1895. After that, 18 years old Yunis Nuri led the theater.

"Firidun bey Kocherli did great work in the education and progress of the people during his tenure at the Irevan Teachers' Seminary. The fundamental activity of the Irevan theater almost started with Firidun bey Kocherli. In 1886, Firidun Bey Kocherli organized a theater performance in Irevan. That performance – M.F. Akhundov's comedy "Monsieur Jordan and the Dervish Mastali Shah" has become a major cultural event in the life of the people of Irevan. F. Kocherli collected the works of Irevan poets and examples of folklore, and in his selected works, "Iravan poets", it is said in the article "Iravan poets" in the past: "The city of Irevan was the center of ulema, fuzela and shuera in the past, and although it produced great scholars and mujahids like Akhund Molla Muhammad Irevani, in recent times has been deprived of such virtuous and learned persons and accurate writers and good-natured poets..." *(Kocherli, 2005, p. 215)*.

"Since 1896, performances in the Azerbaijani language have been regularly performed in Irevan. In the pre-revolutionary years, amateurs staged many well-known plays in the region. Early staged plays: "Dursunali and Ballıbady" (1893), "Kirt-Kirt" (1893), "Hajı Kara" (1894), "Evli iken subay" (1899). These plays were staged in small venues and were not covered by the press. In 1909, the great artist Huseyn Arablinski performed in the Irevan theater with the plays "Bakhtsiz javan" (A. Hagverdiyev) and "Nadir Shah" (N. Narimanov). In 1912, under the direction of Zulfugar Hajibeyov, the plays "O olmasin, bu olsun", "Alli yashinda javan", "Kerbalai Shukur khalcha satan" were performed in the Irevan theater. Popular performances such as "Arshin mal alan" and "Mashadi Ibad" were in the permanent repertoire of the theater" *(Erdogan, 2023, p. 57)*.

As a result of Dashnak attacks (1918), the theater management and a group of actors had gone to the city of Khoy, Iran, and after the establishment of the Soviet government in 1922, they returned and continued their activities with determination. The revival and development of the theater was led by Bala Efendiyev, Akbar Rzayev, Rza Sheykhzade, Abbasali Akhundov, Zakir Shahbazov, Ashraf Yusifzade, Kazim Ziya, Nasib Efendiyev, etc. It is related to the name

of national cultural fanatics. Bala Efendiyev's wife, Fatma Efendiyeva, appeared in the theater as the first female actress and set an example for all Azerbaijani ladies. At the same time, let's note that Ms. Fatma was the first director of the Irevan Turkish Women's Club at that time. Later, Akbar Rzayev brought his wife Firangiz on stage together with Fatma. Bala Efendiyev held a responsible position as a party worker in Irevan in 1921-1928.

This created fertile conditions for activity there. On March 15, 1928, by the decision of the Armenian government, the mobile Irevan State Azerbaijan Drama Theater was established. The formation of the troupe was led by the old actor Yunis Nuri and the chief director Mkrtych Janan. They also invited several actors and actresses from Baku. The grand opening of the theater took place on April 14. Later, "Irevan theater included Jafar Jabbarli's play "Sevil" in its repertoire in 1929. In 1931, Uzeyir Bey Hajibeyli's "Mashadi Ibad" (January 22), Sultan-majid Ganizade's "Akhsham sabri kheyir olar" (February 13) vaudeville and Yujin O'Neill's "Qaraagajlar altinda mahabbat" (Love Under the Sycamores) November 16), the play "Gizil ekin (Golden sow)" was included in the repertoire. The premiere of Jalil Mammadguluzade's tragicomedy "Olular" (The Dead)" took place on February 22, 1932, the production directors of the play were Janan and Rza Sheykhzade" *(Azizoglu, 2017, p. 4)*.

From 1933, translated works – "Khatabala", "Zoren izdivaj" by Mammadali Nasir, "Arshin mal alan" by Uzeyir bey Hajibeyli were presented in a new format. In connection with political-ideological issues, cultural, artistic, and weak plays with no historical strength were also included in the repertoire. This was a moral blow to the theater. For this reason, the theater had to play "Inji (Pearl)" and such ideologically spirited performances.

Starting from 1934, seven new plays were prepared, "Almaz" by Yusif Yulduz Jafar Jabbarli, "Haji Kara" by Mirza Fatali Akhundzade of Bakhshi Qalandarli, "Mashadi Ibad" by Uzeyir bey Hajibeyli, "Greedy (Tamahkar)" by Suleyman Sani Akhundov, "Peri jadu (The Fairy Witch)" by Abdurrahim bey Hagverdiev. , Mammadbagir Karakhanov and Ali Zeynalov Shirvanzade's staged "Namus". "Being forced to do so, the theater preferred small-scale translations for regional tours. On the other hand, the Armenian government pressured the theater to include these works in its repertoire. Performances of vaudeville-comedy and sentimental dramas brought a vague atmosphere to the creative climate of the art center. On the other hand, such attempts led the collective to the monotony of the subject, took it away from genre searches and faced creative difficulties for the actors. The translated and modified one-act plays "Ganli vadi (Bloody Valley)", "Muqaddas sadet (Holy Bliss)", "Son kebin", "Brave Nesir" found their way into the repertoire" *(Azizoglu , 2017, p. 7)*.

In 1935, the play "Olular (The Dead)" made a memorable performance in the history of Irevan theater. The play directed by Isfandiyar Huseynov (under the artistic direction of Bakhshi Qalandarli) received better reviews (April 9). At that time, the famous Armenian, Russian and Georgian actors of Irevan competed with each other for the performance of the "Olular (The Dead)" play, which became a real sensation, and the wonderful scene of Dagestani and Nuri.

"On April 14, 1928, Moliere's play "Zoren tabib" was staged by actor Yunis Nuri and director Mkrtych Janan. The same year, the theater received state status and began to operate. Along with Y. Nuri, actors such as Mammadbagir Garakhanov, Zarik Teryan, Kazim Ziya, Gafar Hagqi, Ismayil Dagestanli, Ali Zeynalov, Nvard Alikhanyan, Jamil Aliyev, and directors such as Bakhshi Galandarli and Ali Shahsabahli worked in the theater. In 1935, the theater was named after the famous playwright Jafar Jabbarli. Playwright's play "Aydin" was successfully played on the stage of the theater at that time. Beginning in 1948, the process of forced resettlement of the Azerbaijani population living in Irevan and its surrounding regions to Azerbaijan had its effect on the theater, and in 1949 the theater was moved to Basarkechar district of

Goycha district. After one year of activity there, the work of the theater was stopped and instead a folk theater was organized on that base" *(Tragedies of 1948-1953 and 1988-1991 years, 2016).*

In 1967, as a result of the efforts of intellectuals, Yunis Rzayev, the first secretary of the Basarkecher district party committee, and Shikhali Gurbanov, the secretary of the Central Committee of the Communist Party of Azerbaijan, the Irevan State Azerbaijan Drama Theater named after J.Jabbarli was re-created (or restored) by the decision of the government and moved to the capital city of Irevan.

Hard days continued after the deportation. Spontaneity and action have arisen. The moral monument to the theater was heavily affected by this tragedy. In 2012, the theater collective, which regularly communicates with the people of Lachin, performed in front of the settlers with the scriptwriter Hidayat's play "Vatandan agirdi vatanin yuku... (The burden of the motherland is heavier...)" in the next season, and presented the play dedicated to the forced deportation of our compatriots from Western Azerbaijan, the current Republic of Armenia, at the end of the 20th century.

"In the play staged with the participation of People's Artist Tamilla Abdullayeva, Honored Artist Vagif Karimov and other young actors, the unimaginable misfortunes brought upon our people by the Armenians who settled in our historical lands from time to time were reflected" *(C. Cabbarlı adına İrəvan Dövlət Azərbaycan Dram Teatrı 130-cu mövsümündə laçınlıların qonağı olmuşdur, 2012).*

"President Ilham Aliyev's decrees on holding the 125th anniversary of the Irevan Azerbaijan Drama Theater on August 30, 2006, and the 125th anniversary of the Ulukhanli school of Irevan district on December 29, 2006, are of great importance in the development of our national and moral values" *(Aliyev, 2021).*

Since 1989, the theater troupe continues to operate in the theater studio of the Azerbaijan Drama Theater in Baku. In 1994, the theater was given state status again. On October 16, 2007, by order of the president, the jubilee of the theater was celebrated at the Azerbaijan State Musical Comedy Theater in Baku. Irevan State Azerbaijan Theater continues its performances in Azerbaijan, Georgia, Dagestan and Turkey. On the occasion of the 100th anniversary of National Leader Heydar Aliyev, the play "Nurlu omrun anlari (Moments of a bright life)" by the creative team of the Irevan State Azerbaijan Theater named after Jafar Jabbarli is currently being received with interest in many regions of Azerbaijan.

In 2023, in the Zagatala District Cultural Center, Yevlakh City Cultural Center branch, in the City Creative House, Mingachevir State Drama Theater, on the stage of the Tartar Regional Cultural Center, in the event hall of the Culture Center operating under the authority of the Kurdamir Regional Cultural Department, Beylagan Regional Representation, in Ujar, Imishli, etc. The poet-playwright Iftikhar's performance "Nurlu omrun anlari (Moments of bright life)" was presented to the district community.

Iftikhar Piriyev is the production director, artist and music composer of the play. "Honored artist" Esmiralda Shahbazova, Niyamaddin Safaraliyev, Natig Haziyev, Sevinj Huseynova, Bahruz Jabarzadeh, Arzuman Tarverdi, Guney Aliyeva, Parvin Dadashova, Khadija Mammadova, Sevinj Bakhtiyar and Zaki Fataliyev participated in the performance. The actors conveyed the memorable moments of the genius leader's life to the audience with poetic expressions. Their speeches were met with applause.

3. Conclusion

The theater also goes on foreign tours. The historical drama "Konullar mulkunun sultani-Sheykh Nizami Ganjavi (Sultan of Hearts – Sheikh Nizami Ganjavi)", which embodies the life and creativity of the great Azerbaijani poet Nizami Ganjavi by the honored cultural worker, doctor of philosophy on art studies Iftikhar Piriyev, was performed on the stage of the Provincial Musical Drama Theater of Samarkand, one of the oldest cities of the Republic of Uzbekistan, staged in the production of the Honored Artist of Azerbaijan Sarvar Aliyev " *(Nizami Gəncəviyə həsr olunmuş tamaşa Özbəkistan səhnəsində, 2023).*

References

1. Ilham Aliyev (2021) "On the celebration of the 140th anniversary of the Irevan Teachers' Seminary", Order. Baku city, December 29. https: //president.az/az/articles/view/55116
2. Bilal Erdogan. Music environment of Irevan. https://ndu.edu.az/wp-content/uploads/Konfrans/irevan%20konfrans.pdf
3. Azizoglu I. 2017, 03 mart, Irevan State Azerbaijan Theater: in the years of 1882–1927 – Theater – 135: https://525.az/news/74967-irevan-dovlet-azerbaycan-teatri-1882-1927-ci-illerde-teatr-135
4. Firudin bey Kocherli. Azerbaijani literature. In two volumes. Baku: Eurasia, 2005. Volume I, 564 p., Volume II, 560 p.
5. "Tragedies of 1948-1953 and 1988-1991 years" (ing.). Azerbaijani Vision. 7 dekabr 2016.
6. Nizami Gəncəviyə həsr olunmuş tamaşa Özbəkistan səhnəsində. 2013, 9 mart. Azərtag: https://azertag.az/xeber/Nizami_Genceviye_hesr_olunmus_tamasa_Ozbekistan_sehnesinde-2524163
7. İrəvan Dövlət Azərbaycan Dram Teatrı. https://az.wikipedia.org/wiki/%C4%B0r%C9%99van_D%C3%B6vl%C9%99t_Az%C9%99rbaycan_Dram_Teatr%C4%B1
8. C. Cabbarlı adına İrəvan Dövlət Azərbaycan Dram Teatrı 130-cu mövsümündə laçınlıların qonağı olmuşdur, 2012, 06 iyul, lachin-ih.gov.az: http://www.lachin-ih.gov.az/az/news/57.html
9. ZÜMRÜD. 140 illik tarixi olan Azərbaycan peşəkar teatrı yaşayır, yaradır. 2013, 4 iyul, Səs qəzeti: https://sesqazeti.az/news/culture/355024.html

GAZI BURHANADDIN'S "DIVAN" AND ITS RESOURCES

Saltanat Alıyeva

Ph.D., Senior Researcher at the Department of the Middle Ages Azerbaijani Literature,
Institute of Literature named after Nizami Ganjavi of the Azerbaijan National Academy
of Sciences, Azerbaijan
e-mail: selteneta@gmail.com, orcid.org/0009-0007-9470-4699

Summary

The sources of the XIV century Azerbaijani poet Qazi Burhanaddin's creativity are diverse and rich. These resources are mainly:
1. Oral folklore
2. Written all-Turkic poetry
3. Religious sources, Quran motifs
4. Sufistic philosophy

Oral folk literature is defined as the main and primary source for the poet's creativity. As we investigate, it becomes clear that the work of Yunus Amre, one of the representatives of Turkish-language poetry, had a serious impact on the worldview of the poet. The reason for this is primarily Yunus Emre's creativity, including It is shown that the Sufism poetry of XIII,XIV centuries became widespread. The influence of the poet by Nizami Ganjavi's poetry was also emphasized. As well as his excellent religious education and the demands of the time, the motifs of the Qur'an also acted as a source for the poet's creativity. The question of reflection of the Sufism philosophy, which became the object of controversy in the artist's poetry for a long time, was also clarified. As a result, it has been proved by facts that Sufism philosophy plays the role of a source for the poet's creativity.

Key words: Gazi Burhanaddin, resources literature, Sufistic philosophy, oral folklore.

1. Introduction

The creativity of Gazi Burhanaddin, who is widely read and entered our literary history as the author of the first Turkish (Azerbaijani) Divan, has various and rich sources. However, while talking about the poet's sources of ideas, our linguist A.M. Damirchizade attributes this to two sources. Linguist scholar states that "Gazi Burhaneddin's poems depend on two sources
1.National folklore 2. Persian and Arabic literature" *(Demirchizade, 1979 p. 144).* It is true that the poet's creativity is closely related to these sources. However, we would like to add that G Burhaneddin's creative sources, as mentioned above, are not limited to these two sources. Thus, written Turkish poetry, "Qurani-Karim" suras, and medieval mysticism ideas also played the main source role in the poet's creativity. In the words of one of our classical literature experts, A. Safarlı, "Gazi Burhanaddin's poetry perfected on the traditions of Azerbaijani oral and written literature and the poetic achievements of the Turkic peoples" *(Safarli, 2008, p. 317).*

2. Main text

It is clear that among these sources, Burhanaddin's poetry takes its origin afrom folk poetry, which has become his first and most important source and dominantes more. Thus, the main creative aspects of the poet are determined. It should be noted that the poet, who knows Arabic definitely well and wrote scientific works in this language, preferred Turkic (Azerbaijani) to write his poems. In this period, poets such as İzzeddin Hasanoğlu and Şeyh Safieddin Erdebili wrote their works in Turkic, but such examples were not enough. Creating a "Divan" in the Turkic language in such a period is indeed a confirmation of how much respect and love the poet has for his national roots and language.

At the same time, "In the communication process, people sometimes rely on such a poetic system in which the aesthetic power of the word is more effective than the poetic word, which is the product of literary language. For this reason, examples of oral literature hold a key place in the creativity of all great writers and poets" *(Zindedel, 1988, p. 86)*.

In the "Divan" of the poet, there are sayings and expressions taken from the people, proverbs and proverbs, applause and curses, as well as separate folklore elements, motifs, images, etc. taken from legends and narratives, epics and tales. in addition to confirming the truth of our ideas and indeed the poet's high appreciation of folk creativity, it also reveals once again that the examples of folklore created by the common people are a source of inspiration for him.

In general, his life spent in battles and communication with ordinary people also had an effect on giving a wide place to examples of oral folk literature in the works of the great poet. If we pay attention, we witness that the "Divan" first of all resonates with the general spirit of "Kitabi-Dada Gorgud". According to the words of our eminent scientist Alyar Safarli, " There is no ather warrior like him in the millennial history of Azerbaijan, who used the words and terms of war like him, man brave, lion, lion, tiger, sword, shield, ram, gagan, etc. it is difficult to find a poet" *(Safarli, 2008, p. 320)*. At the same time, as we research, we see that this issue is predominantly manifested in tuyughs. In the studies of some researchers, we find ideas about the similarity of this type of poetry with the examples of folk literature, especially with the old ones.

The alliteration system, which is manifested in the "Kitabi-Dada Gorgud" epic, attracts attention here as well. The rhythmicity created by the harmony of voices brings the work closer to folk creativity. On the one hand, this characteristic shows that the poet was inspired by folk creativity and, as we mentioned before, he was spiritually connected to folklore, on the other hand, it reveals that written literature and oral folklore were at a meeting point even in that period. It is true that unlike "Kitabi-Dada Gorgud", the poet does not use alliteration as a means of rhyming, but only as a means of increasing the rhythmic power of the poem. According to the famous scientist A. Safarlı, "The rhythm of the people's wars was created through alliteration", – which once again confirms what we have said.

Proverbs and parables, which are clear examples of folk wisdom, are one of the types of folklore that the poet often uses in his works. The poet has widely used proverbs and proverbs as a creative and poetic tool while expressing his ideas more and concisely.

As we know, proverbs not only reflect the people's worldview, but also are precious folk gems that have been proven over and over again after passing the test of millennia. First of all, the proverbs that keep alive the spirit and wisdom of the people are, finally, "the expression and measure of the people's national thinking, sense of life, worldview, spiritual-moral dimensions, social views, religious beliefs, beliefs about everyday life – in a word, the national value system. They were the instructions and wills of our ancestors from the past to the present, from today to the future" *(Ahmadov, Gurbanov, 2007, p. 3)*. "Proverbs are actually the summation of

lived life experience, the basis of which is the determination of norms so that future generations do not make the mistakes of their predecessors" *(Valiyeva, 2013, p. 737)*.

The artist, who skilfully uses proverbs and proverbs, gave a wide place to widely used expressions in the vernacular in his work. So in the vernacular, "my collar is left in my hand", "the oil of my eye", "picking hair from hair", etc. expressions like these are mentioned in Gazi Burhaneddin's "Divan" "The collar is never out of the hand, the collar is in the hand" *(Burhanaddin, 2005, p. 42)*, "Because you are the apple of my eye" *(Burhanaddin, 2005, p. 86)*, "I will pull the sword from the sword" *(Burhanaddin, 2005, p. 92)*, developed in the form.

Today, as in the XIV century, bringing the idioms and expressions used in our language without any changes to "Divan" adds a folk tone to the content of the poems, and also has a historical significance in terms of studying the historical evolution of our literary language.

We also witnessed that, in "Divan" the characters of fairy tales and epics, such as Leyli and Majnun, Vamig and Azra, Mehr and Mushtari, Khosrov and Shirin, Shams and Gamar, Tahir and Zohra, as well as the names of historical figures, legends and narrative motifs are often creatively used.

However, as we mentioned above, G. Burhanaddin's poetry did not originate only from folk creativity. Because when we examine the "Divan" carefully, we find traces of the representatives of Persian and Turkish poetry. These facts prove that the poet skillfully benefited from the creativity of many of his predecessors as well as his contemporaries, and it can be said that their creativity was also a source for Gazi.

Thereby, for Gazi Burhanaddin, the poem, which was written entirely in Turkish, played an important resource role as well as popular creativity. Therefore, the influence of the sufi poet Yunus Emre is clearly felt in Gazi Burhanaddin's "Divan".It was impossible not to be indifferent to the work of Yunus Amre, who charmed hearts with his divine poems, whose voice reached far and wide, and whose name was the heart of languages, and fell under the spell of his poetry. This was generally not possible for a poet like Gazi Burhanaddin who valued poetry and art, was deeply devoted to poetry and knew the secrets of poetry deeply. The parallels between the works of Gazi Burhanaddin and Yunus Amre give reason to say this. This similarity manifested itself both in the subject and in the use of certain poetic tools. Of course, the influence of Yunus Amre's creativity is more evident in the expression of mystical ideas. In our opinion, one of the reasons why Sufistic ideas are included in Gazi Divan is the influence of Yunus Emre's poems. Because at that time, after Yunus Emre, there were many poets who somehow included sufi meetings. "Yunus Emre was able to synthesize the traditions of classical Eastern (Turkish) Sufi poetry with local poetry, especially Turkish-Azerbaijani love poetry. After Y. Emre, poetry began to tell great truths about Sufism in a plain language. Yunus has a simple, clear complexity in poetry. created the poetics" *(Aliyeva-Kangerli, 2014, p. 38)*. This was one of the main reasons. Along with this, we would like to emphasize one issue in particular, that the period in which Yunus Emre and Gazi Burhanaddin lived – especially, the XIII-XIV centuries, was a time when Sufi ideas were widespread. In this period, the reflection of Sufi ideas in poetry was also related to the influence of a kind of environment, and in such an environment, of course, it was inevitable that there would be similarities in the works of many poets, including Gazi Burhaneddin and Yunus Emre.

The work of Azerbaijani poet Nizami Ganjavi also left an indelible mark on the poet's "Divan". So, in "Divan", we first meet Nizami Ganjavi's "Khamsa" heroes – Khosrov, Shirin, Farhad, Majnun, Leyli and others. Thus, in "Divan" we first meet Nizami Ganjavi's "Khamsa" heroes, Khosrov, Shirin, Farhad, Majnun, Leyli and others. True, these characters are also considered legendary heroes. However, it should be noted that the legend of "Khosrov and Shirin"

became popular after Nizami, and poets repeatedly refer to this image in one way or another in their works. There is no doubt that these images in Gazi's "Divan" were influenced by Nizami Ganjavi's "Khamsa". In particular, the poet's ghazal "Sənsiz" confirms that G. Burhanaddin did not remain indifferent to Nizami's works. Gazeli resonates with N. Ganjavi's ghazal of the same name. This can even be considered a nazira written in Nizami Ganjavi's ghazal. All this shows the sympathetic approach of Gazi Burhanaddin to Nizami's art.

It is also noteworthy that the poet was inspired by the help of poets such as Izzeddin Hasanoglu, Sadi Shirazi, Salman Saveci, Omar Khayyam, Hafiz. Thus, "Gazi Burhaneddin mentions the names of Anvari, Khayyam, Salman Savaji, Sadi, Hafiz, Kamali Isfahani and others in a number of his poems. He remembers Anvari and Kamali Isfahani in a bayt" *(Safarli, 2008, p. 316).*

The name of Sadi Şirazi is found in the poems of the artist. "In one bayt, he likens himself to the great poet and mystic Sadi, and Sivas to Shiraz. In another bayt, it is said that the lover's lips make the heart a source of sugar with a breath, and with a single breath he can turn out that many Saadis like Shirazi are famous poets and mystics. says" *(Dalbudak, 2008, p. 245).*

For medieval poets, the "Qurani-Kerim", as well as a number of religious sources and sources, played an important role. "In the works of artists, the verses of the "Quran" were used both as the holy book of Islam, as a magnificent artistic monument, as a moral and spiritual resource, and as concise instructive statements, and in many cases poets referred to the verses of the "Quran" to increase the credibility of their words" *(Guliyeva, 2008, p. 303).* Gazi Burhaneddin's creativity is also of this kind. Gazi Burhaneddin, who has a deep knowledge of religious sciences, is even known for his treatises "Tercihu't-tavzih" and "Iksiru's-Saadat fi Esrari'l Ibadat", which reflect his religious outlook on the world of science. Thus, on the one hand, having a deep religious worldview, on the other hand, the appeal to the motifs of the "Qur'an" related to classical poetry traditions, united in a unity and enriched the "Divan" in terms of the weight and power of the word.

It should be noted that, like the classics, the "Quran" plays an important role in Gazi Burhaneddin's work, both in terms of subject and content, form and workmanship. In addition to a number of religious figures, -Fatiha (The Opening), Ya-Sin (Ya Sin), al-Ikhlas (Monotheism), al-Maidah (The Table) etc. The frequent mention of the names of such surahs and the large number of verses and hadiths from the "Quran" even though their names are not mentioned, and the references to some verses prove this once again. In the poet's "Divan" we find the names of prophets like H. Adam, H. Nuh, H. Ibrahim, H. Musa, H. Yaqub, H. Yusif, H. Suleiman, H. Davud, H. Khizir, H. Ayyub. as appropriate, the " Qurani-Kerim" verses and hadiths related to them are also indicated. Thus, in Gazi's "Divan", separate statements, quotations from the verses and chapters of the " Qurani-Kerim" and references to events in the lives of religious figures once again prove that the " Qurani-Kerim" and other religious sources and sources are Gazi. It played the role of an important resource and source for Burhaneddin's "Divan".

One of the ideological orientations of Gazi Burhanaddin's poetry is Sufism and Sufistic ideas of a religious-philosophical nature. It should be noted here that the Middle Ages, especially the XIII-XIV centuries. If we look at the centuries, we can find very few poets whose works do not bear traces of Sufism, which has a religious-philosophical essence. This shows that the fact that Sufism was at its highest level of development had an impact on literature. Sufi thinkers who have survived until today have grown from the works of Sheikh Safieddin Erdebili, Mahmud Shabustari and Shams Tabrizi. Likewise, the Anatolian region where Gazi Burhaneddin lived played a central role in which Sufism became widespread in these centuries. It is true that the poets mentioned in the works of Gazi Burhaneddin, whose names are

Sufi assemblies, do not have as deep shadows as in the works of Yunus Emre. Although the traces of Sufism and Sufi philosophy are not clearly seen in the poet's works, they are clearly visible to a certain extent. At this point, such a question makes us think. What was the reason for the spread of Sufism in Anatolia in these centuries? First of all, let us state that "When many religious and scientific people came to Anatolia, the scientific and literary tradition of the Islamic world was also transferred to Anatolia" *(VIII-XIII centuries Turkish literature, 2011, p. 89).* It is clear that Sufism is also based on Islam, and this is a religious-philosoph-ical movement. In this respect, mystical ideas are also reflected in the works. This was more evident in Persian and Arabic literature. So how did these meetings find a place in Turkish literature? In addition to the observation of the spread of tekkas as a result of political and social developments in the XIII century, we can say that the existence of intellectuals who had mastered the Arab and Persian Islamic culture conditioned the religious-religious development very well. Sufi literature in Anatolia and the development of important representatives of this literature. At that time, the writing of scientific works in Arabic and literary works in Persian led to the need to explain religion and mysticism in their own language to Turks who did not know these languages. As a result of all these, a language that expresses Islam in Turkish and a Sufi literature based on it emerged in Anatolia. While the intellectual mystics who grew up in the city wrote poems in Persian, the Yesevi, Haydari and Bektashi dervishes who spread to Anatolia also created tekka literature using Turkish. The first representatives of this reli-gious Sufi literature that emerged in Anatolia are Mevlana, Sultan Veled, Yunus Amre" *(VIII-XIII centuries Turkish literature, 2011, p. 105).* In particular, "Yesevi darvishes who came to Anatolia from Khwarezm spread religious and mystical thoughts among the people and they tried to console them with the wonderful feelings of divine love. As a result, those living in these cities turned to Sufism, where the nomadic Anatolian people gained spiritual strength, and concentrated around the lodge" *(VIII-XIII centuries Turkish literature, 2011, p. 105).*

As a result of these factors, Anatolia played a central role for sufi literature as well as the spread and development of local literature. As we mentioned above, the creativity of Gazi Burhaneddin, who is the son of this time and this place, comes from this source. At this point, it should be noted that "poets who have two different characteristics of Sufism in Divan literature express different characteristics". The first group is the poets who lived through Sufism such as Hallac Mansur and Nesimi, and the second group is the poets who only benefit from the rich treasury of terms, metaphors and metaphors of Sufism. Gazi Burhaneddin is one of the poets in the second group" *(Dalbudak, 2008, p. 2).* As a continuation of these thoughts, as we said Yunus Amre, we cannot call Gazi Burhaneddin a truly mystical poet. Because there are many differences between the lives of Y. Emre and G. Burhaneddin. However, careful examination of Gazi Burhaneddin's "Divan" proves that mystic ideas and sufi meetings are really reflected here. It is of course natural for a person with extensive religious knowledge to have Sufi ideas in his works, who lived and created in such a time and in such a region, and it would be a mistake to think otherwise. Despite all these basic reasons, the problem of the reflection of mystical ideas on the works of Gazi Burhanaddin has been a matter of discussion in the scientific literature for a while. From this point of view, there are interesting and at the same time different views on the existence of mystical tendencies in the works of Gazi Burhaneddin in the history of litera-ture. In general, this subject has been mentioned in the researches of Fuad Köprülü, Ali Nihad Tarlan, Duygu Dalbudak, Abdulgadir Karakhan, Rifat Araz, British scientist Vicolson Gibb, Amin Abid, Ismayil Hikmet, Alyar Safarli, Sirajeddin Haji, Khuraman Hummatova, Maharram Valiyev and others. Although some researchers acted cautiously on this issue, others insistently and concretely stated that there were no such thoughts in the Court. The research we have done

and the points we have reached once again revealed that these ideas have nothing to do with reality. To prove this claim, we will talk about examples below.

Famous Turkish scholar Fuad Köprülü described the poet's work as a whole: "The ephemerality of the world is in the eyes of the lovers; the domination of two worlds by a glass and the union of the lover and the lover exerts a slight influence. In the themes of this poet, who belongs to the Iranian mystics, there are sincere, national secrets taken from daily life. there is a valiant, knightly, valiant spirit of his village under these lines" *(History of Azerbaijani literature, 2009, p. 16).*

British scholar Wilcolson Gibb evaluated Gazi Burhanaddin's ghazals as non-religious in general and "this was the first event" *(Wilkinson, Gibb, 2000, p. 143).* Thus, when Gibb talked about the work of I. Wisdom Gazi, they saw him more as a living poet who glorified human love *(Wilkinson, Gibb, 2000, pp. 143, 193).* However, the examination of the poet's Divan in this direction proves that Gazi Burhaneddin's Divan is not at all separate from religion and his ideas with a mystical-religious-philosophical character. A.Abid, the author of the first large article on Gazi Burhanaddin titled Azerbaijani literature in feudal lords period and poet Burhanaddin's tuyughs expressed the following against the above idea stating that Gazi Burhanaddin's "Divan" is not free from Sufistic ideas

"Those who gave mixed information about the technique in Burhanaddin's tuyughs, "the greatest merit of this poet is his liberation from Sufism", they also made wrong judgments about his subjects with their points of view.In particular, if we take into account that the issue of Sufism, such as "pantheism-idealism", which reached a high peak with Maulana Jalaladdin Rumi in the XII century, developed greatly in Azerbaijan, Syria, and Anatolia during Burhanaddin's time, it is natural that his works will not be freed from this influence" *(Amin, 2007, pp.58, 65).*

Since Sufism had a special place in the literary environment of Gazi's time, the poet tries to find his place in this "sea of love", *(Haji, 2001, p. 72)*, the author of S. Haji Ali Nihad Tarlan, as well as A. Garakhan, approaching the poet's creativity from a wider perspective, in our opinion, a more correct conclusion is that "there are words and sayings that treat metaphorical love and real love separately and can be explained in both senses.", *(Karahan, 1985, p. 265; Haji, 2001, p. 72; Tarlan, 1958, p. 8)* come to the conclusion.

It seems to us that one of the issues that confuse researchers is the mixed expression of divine love and human love in Gazi's work, as noted by Sirajeddin Haji, Abdulkadir Garakhan, and Ali Nihad Tarlan. It is a quick transition from one to another. Probably, one of the reasons behind the idea of Sufi meetings in the poet's work is related to his lifestyle.

First of all, the extensive use of Sufi terms in G. Burhanaddin's "Divan" attracts attention as one of the factors confirming this. Dervish, Baga, Fana, Ittihad, Sufism, Sufi, Ascetic, Ahli-Irfan, Zahid, Arif, Unity, Repentance, Transcendence, Massif, Ikhlas, etc. signs and terms such as Zulf, aghyar, husn, love, mey, lal, lab, etc., have symbolic shades. Words used figuratively like this also confirm this. At first glance, even when reading "Divan" in a random way, these terms are found, which proves that even if the poet did not reflect Sufi views, he was not indifferent to this field and had certain knowledge. The fact that Hallaj Mansur's name appears repeatedly in "Divan" is one of the proofs of this. It is true that the poet sometimes uses the name of Hallaj Mansur as a poetic device. However, the deep sympathy of the poet is also evident in those verses, which is an important tool for revealing the inner world of such an artist.

If I become a Mansur for the sake of this love
May thine hair became treatment for me. *(Burhanaddin, 2005, p. 409)*
(Mansur olur isem nola bu eshq yolına
Shol zulfu qed ilə bana chun daru resensin)

As a result of our research, it is clear that the vast majority of researchers who talk about Gazi's creativity have focused on this idea. At the same time, while examining Gazi Burhanaddin's "Divan", our attention was drawn to the poet's views on the philosophy of the unity of the body, which were scattered in separate verses.

Research revealed poet's views on the philosophy of the unity of being randomly indicated in separate couplets of Gazi Burhanaddin's "Divan". On systemizing and collecting of those views it became obvious that the poet dealing broadly with the unity of being reflected propositions on its stages and courses in separate couplets. All of these gave ground to express opinion that Sufistic views, Sufism ideas acted as one of the leading ideas of Gazi Burhanaddin's "Divan".

3. Conclusions

In general, we can say that for the creativity of the poet who grew up in the hot literary environment of the 13th–14th centuries, both oral folk creativity, religious texts, and Sufism, which has a religious-philosophical essence, as well as the works of a number of Persian-speaking and Turkish-speaking literary representatives, played an important role.

References

1. Demirchizade, A.M. (1979) The history of the literary language of Azerbaijan: [hardcover] Baku: Maarif, Part I. 268 p.

2. Safarli, A. Q. (2008) History of Azerbaijani literature (ancient and medieval history). Textbook. Baku: Ozan, 696 p.

3. Zindedel P.X. (1988) "Elements of living folk language and proverbs in Gazi Burhaneddin's Divan" // Baku: Reports of the Academy of Sciences of the Azerbaijan SSR, No. 3, Science p. 66–69.

4. Ahmadov, T. Gurbanov A. (2007) "People's spiritual wealth" // Proverbs" Baku: Nurlar, 320 p.

5. Valiyeva, F. (2013) Examples of folklore as a source of Yunis Emre's creativity // Materials of the Yashayan Yunis Emre international scientific conference dedicated to the life and creativity of the great Turkish poet Yunis Emre, Baku: December 9, p. 733–741.

6. Burhanaddin, G. (2005) Divan / G. Burhanaddin, Compiler and author of the foreword, A. Q. Safarli. Baku: Önder, 728 p.

7. Aliyeva-Kangerli, G. (2014) Sufism. Baku: Aspoligraf, 160 p.

8. Dalbudak, D. (2008) Comparison of Kadi Burhaneddin's and Sheikhin's gazelles from the point of view of religion and Sufism: / Master's thesis / Edirne, 303 p.

9. Guliyeva, M. H. (2008) Qur'anic eloquence and Azerbaijani literature. Baku: Nafta-Press, 268 p.

10. VIII–XIII centuries Turkish literature (Prof. Dr. Ö. Mehmet, Prof. Dr. A. Karaismailoğlu and others). Eskişehir: Anatolian University Web-offset facilities, 2011. 176 p.

11. History of Azerbaijani literature: [in 6 volumes]. Baku: Elm, v. 3. 2009. 736 p.

12. E.J. Wilkinson, Gibb. (2000) Part II "The beginning of secular poetry Taftazani, Kadi Burhaneddin" Ottoman poetry history A history of Ottoman poetry Translator Ali Çavuşoğlu / Wilkinson Gibb E.J. Türkiye: Akcağ publications, 553 p.

13. Ismayil H. (1928) History of Azerbaijani literature: [bound]. Baku: Azernashr, v. 1. 291 p.

14. Amin, A. M. (2007) "Darabaylik era Azerbaijani literature and poet Burhaneddin's feelings" / Amin A. M. Selected works. Compiler and author of the foreword B. Ahmadov. Baku: East-West, 288 p.

15. Haji, S. G. (2001) The place of Sufism in the works of Gazi Burhaneddin // Baku: News of the Azerbaijan National Academy of Sciences, Literature, language and art series, No. 1–2, p. 71–75.

16. Karahan, A. (1985) Fate of the end of XIV century Turkish culture and literature / A. Karahan. Istanbul: Faculty of Literature Press House, 286 p.

17. Tarlan, A. N. (1958) Sufism in Kadı Burhaneddin // Istanbul: Turkish language and literature journal, vol. 8, p. 8–15.

METHODOLOGICAL APPROACHES TO THE DEVELOPMENT OF PEDAGOGICAL SKILLS IN AN INCLUSIVE ENVIRONMENT

Yana Baranets

Senior Lecturer at the Department of General and Special Pedagogy,
Dnipro Academy of Continuing Education, Ukraine
e-mail: yana.baranets88@gmail.com, orcid.org/0000-0003-0101-8571

Summary

The study is devoted to one of the most pressing problems of training personnel of educational institutions with inclusive education. In particular, the methodology of personnel training (methodological, synergistic, optimization of the educational process, selection of training content) is considered. Methodological approaches are highlighted as leading in the professional training of a special student-centered educational institution with inclusive education. The key concept of "system" is considered as an integral complex of elements interconnected in such a way that when one changes, the others change as well. Based on the new conceptual foundations of the modern social development, the ways of reforming the education system are outlined. The introduction of courses aimed at acquiring new professional skills and changing attitudes towards children with special educational needs is identified. The focus is on the initial ideas of the concept of training multidisciplinary specialists and outlines methodological approaches: axiological, systemic, integrative, student-centered to the training of special education specialists to work in an inclusive educational space, which determines the overall scientific strategy. The factors influencing the formation and development of inclusive education in Ukraine are described. The problems of special professional training of highly qualified teachers of inclusive education are covered in detail. Particular attention is paid to the importance of improving the system of the training of special education specialists. It is summarized that modern educational reforms require a change in approaches to the organization of the content of the inclusive education.

Key words: children with special educational needs, strategic directions in education, advanced modification of educational content, formation of professional competence of specialists.

1. Introduction

Improving the system of special education on a democratic and humanistic basis is a feature of today's world and is taking place in the process of forming a pan-European space. Inclusive education is now a strategic concept of educational transformation in Ukraine.

In today's world, pedagogical specialists must be ready for change, meet the conditions of the times, possess a system of new pedagogical knowledge, constantly improve their professional competence, master the pedagogy of cooperation and the constant need to master the advanced modification of content in the direction of the development of inclusion.

All this requires training of specialists who are proficient in various modern methods of teaching, learning and upbringing; fluent in the modern system of approaches in education and their changes.

The scientific novelty of the problem lies in the theoretical substantiation of the essence, structure of the separate indicators and criteria of professional competence of training specialists to work in an inclusive environment.

The purpose of the study is determined by the scientific and methodological foundations of pedagogical conditions and ways of training specialists in higher education institutions who have a high level of professional competence in an inclusive space.

The research task is based on the development of conceptual approaches to the professional training of psychological and pedagogical specialists and the formation of their professional competence to work in an inclusive educational environment.

2. Identification of previously unresolved problems

As a basis for developing a modern system of training personnel, namely special teachers, to work in an inclusive space, a number of methodological approaches have been identified that underlie the training of specialists in special education.

Motivation and value attitude to teaching were considered: E. Danilaviciute, T. Dehti-arenko, V. Zasenko, A. Kolupaieva. In their works, the scientists considered the problems of self-realization in the process of mastering the spiritual heritage of mankind, involving the child in the values of existing experience. Thus, the training of a future teacher who is ready to implement inclusive education for children with special educational needs should be based on the development of the student in the cognitive, practical, emotional and value spheres. And these are the components of the axiological approach as a methodological guideline in the process of training specialists in special education. Philosophy considers axiology as a science of values and, in particular, the value of education and forms the components of relations in the structure of personality.

The methodological basis of pedagogy defines axiology as a system of pedagogical understanding of the individual and affirmation of the value of human life, upbringing and training, pedagogical activity and education.

3. Professional training

In professional training, the system-activity approach is also used, and in many cases this approach is considered systemic.

The concept of "system" is considered as an integral complex of elements interconnected in such a way that when one changes, the others change as well. The application of this scientific approach reveals the connections and relationships of the object under study. This approach ensures the study of objects and phenomena as systemic objects in their development. By studying this approach (V. Bespalko, V. Syniov and others), the authors investigated the possibility of designing a system of competence-based and professionally oriented training of special education specialists.

The use of methodological approaches in the training of special education specialists should take into account the possibilities of interaction between participants of the pedagogical process, personalize the process of professional training with the selected methods and means to achieve the goal.

Scientists consider the personality-activity approach to be one of the leading approaches in the professional training of a special teacher of an educational institution with inclusive education.

The integrative approach is one of the most important.

In the second half of the twentieth century, new ideas about a child with special needs were defined. Professor Kolupaieva notes that it was during this period that public awareness of such children changed and the process of their integration into the general education space began. The scientific paradigm is changing, including the defectological one. According to scientists, paradigms not only change but also adapt to new social and intellectual manifestations.

At the same time, conceptual approaches to teaching, upbringing, and development of a child with special educational needs, as well as the integrative approach, are changing. Its use during the training of special education teachers ensures the study of problems in theoretical, methodological and research aspects. At this time, nosology-based approaches are being implemented. Therefore, in recent publications of Ukrainian scientists, changes in the educational paradigm (the introduction of inclusive education in Ukraine) have been emphasized, which lead to a change in the paradigm of specialist training *(Dehtiarenko, 2011)*.

The introduction of a ***student-centered approach*** is a new direction in the educational process of professional training.

At the same time, Ukraine is signing the Bologna Declaration, and the application of the Tuning project in higher education (Tuning educational structures in Europe, TUNING) provides new guidelines for developing ways to reform higher education.

Student-centered education is based on the idea of providing students with opportunities to gain employment in the labor market, increasing their "value," i.e., the formation of knowledge, skills, and abilities to solve various production situations, as well as the desire for continuous professional development.

I. Malyshevska believes that the initial ideas of the concept of training multidisciplinary specialists to work in an inclusive educational environment are the integrity, unity and mutual agreement of the education system.

The conceptual principles are divided into several groups:

- ***methodological*** (systematic, continuity and mutual agreement, purposefulness, democracy, humanity, advanced learning)

- ***synergistic*** (self-development, human-centeredness, value of professional cooperation, inclusive synergy);

- ***optimization of the educational process*** (integrity, fundamentality, integration, variability);

- ***selection of learning content*** (universality, scientificity, connection between theory and practice, predictability, complementarity, interactive interaction).

The list of conceptual principles outlines the relevant scientific approaches, a body of knowledge about the methods and means of organizing educational activities *(Malyshevska, 2017)*.

There is a lot in common in the research of Ukrainian scientists on the use of methodological approaches and this makes it possible to identify the theoretical issues of personnel training for inclusive education.

Analyzing foreign and domestic experience and current trends in education, we can identify the factors influencing the formation and development of inclusive education in Ukraine, namely

- ***value*** – which influences the formation of humanistic and democratic orientations and the spiritual development of society, using the ideas of inclusion;

- ***conceptual and terminological*** – which performs an intersectoral function; it is distinguished by its direct influence on the formation of standards, principles, laws and patterns and

the innovative component of inclusion; it also affects the conceptual culture of society, and also allows to specify the purpose, tasks, trends of inclusive education; to determine the status of persons with special educational needs;

- *legislative* – these are legislative guarantees of the rights of persons with special educational needs; it improves the national legislative field, models it to the requirements of international conventions, regulates the state's obligations to people in this category;

- *regulatory and legal* – the formation of a system of means, rights, and norms; this includes the practice of state control over their observance;

- *financial and economic* – development of the necessary resources, stimulation and development of the scientific and technical process to ensure inclusive education;

- *human resources* – which provides the inclusive sector with highly qualified personnel; the inherent interagency function allows to perform the professional cooperation of interdisciplinary specialists who provide social, psychological, medical, scientific, methodological, correctional and educational support for children with special educational needs; it promotes professional education of personnel in inclusive education institutions;

- *educational, methodological, scientific and methodological* – contributes to the formation of own tools for inclusive education (development of methods, pedagogical technologies; implementation of didactic and methodological implementation)

- *moral and technical* – the use of advanced technologies, development of technology, inclusive innovations, improvement of means and forms of inclusive education; it also includes the adaptation of the architecture of educational institutions; creation of a number of resource centers, provision of transportation;

- *organizational* – implementation of management decisions, establishment of a system of any connections, administrative and organizational decisions and management at different levels; interaction of teaching and support personnel, organization of an inclusive educational environment

- *public* – which performs a regulatory and control function and influences the development and quality of inclusive education through public and parental associations and instructions, and protects the rights of children with special educational needs to education.

Over the past decade, there have been important changes in attitudes and understanding about providing children with special educational needs with quality education. This is happening not only in highly developed European countries, but also in Ukraine. We are comprehensively studying the experience of these countries in organizing inclusive education. Our state is trying to create a sufficiently high level of academic training of human resources, which will help to create a flexible system of reforming human resources policy in the national system of inclusive education *(Baranets Ya, 2022).*

Martynchuk O. V. also considers the professional training of students in higher education institutions, taking into account the initial methodological principles, choosing several methodological approaches: civilizational, synergistic, worldview, systemic, sociodynamic, which are the basis for both fundamental and applied research and systematic analysis of the determinants of modernization of training of special education specialists for activities in an inclusive educational environment *(Martynchuk, 2019).*

In his research, scientist Z. Leniv proposes to create a system of international internships at leading European universities, as well as for young scientists working on special and inclusive education. Domestic scientists believe that one of the main prerequisites for building an inclusive educational environment is the introduction of the position of teacher's assistant for the general educational institutions. They see the position of such a specialist as a significant

help to the teacher. This position can be held by a person who has a pedagogical education and has undergone retraining courses on working in an inclusive environment *(Leniv, 2014)*.

The problem of today is the training of teacher assistants in pedagogical higher education institutions. In the context of inclusive schools, it should be noted that the functions of a teacher are constantly expanding and becoming more integrated. Children with special educational needs are not the same in their development and always need to use specific techniques, teaching methods, change technologies and use various forms of educational work.

4. Conclusions

Modern educational reforms require a change in approaches to organizing the content of inclusive education. Using methodological approaches, it is possible to trace the historical process of Ukraine's civilizational identification and its place in the world, to study the experience of European civilization in providing quality educational services to children with special educational needs. This is the essence of reforming general secondary education in line with current global trends.

This study makes it possible to identify promising areas of the problem, namely the study of theoretical and methodological approaches of foreign and domestic experience in training personnel for full general education.

References

1. Baranets Ya. (2022) Vydy profesiinoi kompetentnosti suchasnoho pedahoha [Types of professional competence of a modern teacher]. Visnyk Dniprovskoi akademii neperervnoi osvity. № 2(2). 47–53 [in Ukrainian].

2. Dehtiarenko T.M. (2011) Suchasni tendentsii modernizatsii pidhotovky pedahohiv do profesiinoi diialnosti v Ukraini [Modern trends in the modernization of teacher training for professional activity in Ukraine]. Naukovyi visnyk Chernihivskoho universytetu. № 577. 51–60 [in Ukrainian].

3. Leniv Z. (2014) Pidhotovka kadriv dlia stvorennia optymalnykh umov ditiam z porushenniamy psykhofizychnoho rozvytku v inkliuzyvnomu seredovyshchi [Training of personnel to create optimal conditions for children with psychophysical development disorders in an inclusive environment]. Osoblyva dytyna: navchannia i vykhovannia. № 3. 13–19 [in Ukrainian].

4. Kolupaieva A. A. (2009) Inkliuzyvna osvita: realii ta perspektyvy [Inclusive education: realities and prospects]. Kyiv: Київ: Sammit-knyha [in Ukrainian].

5. Malyshevska I. A. (2017) Stan pidhotovky psykholoho- pedahohichnykh kadriv do roboty v umovakh osvitnoi inkliuzii [The state of training of psychological and pedagogical personnel to work in the conditions of educational inclusion]. Visnyk Cherkaskoho universytetu: Seriia Pedahohichni nauky. № 10. 83–87 [in Ukrainian].

6. Martynchuk O. V. (2019) Teoriia ta praktyka pidhotovky fakhivtsiv zi spetsialnoi osvity do profesiinoi diialnosti v inkliuzyvnomu osvitnomu seredovyshchi [Theory and practice of training specialists in special education for professional activities in the inclusive educational space]. Doctor's thesis. Kyiv: Institute of Special Pedagogy and Psychology named after M. D. Yarmachenko of the National Academy of Pedagogical Sciences of Ukraine [in Ukrainian].

WHAT DO WOMEN SPEAK ABOUT: NARRATIVES OF FEMALE CHARACTERS IN MAINSTREAM CINEMA

Marharyta Berezhna

Candidate of Philological Sciences, Associate Professor,
Zaporizhzhia National University, Ukraine
e-mail: margaret.berezhna@gmail.com, orcid.org/0000-0002-3345-256X

Summary

The paper focuses on the language of female characters in the top thirty box office films with a leading female character (1999–2023). The research applies the narrative analysis to the turns of heroines to account for their archetypal representation. The paper proposes a view on female archetypal characters popular with large audiences around the globe and presents a typology of widely recognizable female narratives. The received framework reflects the contemporary vision of the female image and role in society. The study employs Jung's idea of the archetype as a repetitive image of the collective unconscious. Each archetype is governed by several constant motivations and needs, defining the characters' (verbal) behavior. Maslow's hierarchy of human needs serves as the basis for the delineation of archetypes. The moral valence of each character depends upon the satisfaction of her aspirations. Recognized and met wants predetermine the protagonist/heroic archetypes, while thwarted needs bring about antagonist/villainous archetypes. The research is based on Schmidt's typology of forty-five master characters. Among the overwhelming majority of traditional images of the Nurturer and Matriarch archetypes, there appear the representatives of the Female Messiah, Father's Daughter, and Amazon, respectively, pursuing the goals of improving society and finding self-identity and independence.

Key words: narrative analysis, archetype, psycholinguistic image, top box office films, qualitative analysis, gender linguistics, social linguistics.

1. Introduction

There is nothing new left to say about the male protagonist out in search for life's meaning. Yet, the new breed of female authors, TV writers, directors, and producers… are now proposing shockingly fresh perspectives on the female protagonist; perspectives that are free from traditional presumptions of what it means and how it feels to be a woman, or what constitutes a female journey *(Bassil-Morozow, 2018: 115)*. This new heroine gradually emerged in response to the changing perception of women's place in society. The woman was gradually becoming 'an individual', expected to have her own journey *(Bassil-Morozow, 2018: 116)*.

Cinematic narratives employ archetypes as easily recognized images, having distinct motives and needs. The idea of the archetype rooted in the collective unconscious, as proposed by Jung *(Jung, 1968)*, has been further developed by researchers in different fields of study. Several classifications of archetypes focusing on individuals' psychological characteristics have been proposed and applied since then *(Mark, & Pearson, 2001; Schmidt, 2007; Faber, & Mayer, 2009; Cowden, et al., 2013)*. However, there has been no attempt to compose a typology of psycholinguistic archetypes to account for common narratives in the language

of definite archetypes. As narratives about an individual's life trajectory, including subjective descriptions of the past and the future, appear to be central to selfhood and identity *(Hirsh, & Peterson, 2009: 524)*, the present paper proposes an overview of popular female archetypes in mainstream cinema and the framework of female narratives representing the archetypes.

The research employs the cinematic characters' language analysis. The material under investigation consists of the turns of over forty female characters featured in thirty box office English-language mass culture films (see Fig. 2 below). The leading female protagonists and their villainous counterparts represent clear-cut archetypes and demonstrate characteristic narratives. The research aims at establishing archetypes popular with a wide audience around the globe and recreating the collective female image and the common narratives that translate the heroines' needs and motivations.

2. Archetypal characters: needs and motivations

Film studies have recently begun to employ Jung's concept of archetypes as prototypical images, which play the role of blueprint in constructing clear-cut characters *(Han, 2019: 14)*. Understanding the idea of archetypes as the repetitive image in the collective unconscious, Jung sees them not as inherited ideas, but as an inborn disposition to produce parallel thought-formations, or rather identical psychic structures common to all men *(Jung, 1968: 158)*. However, in his works, Jung proposes only a few archetypes systematically, regarding them as 'fundamentally unobservable'. Among the archetypes, Jung distinguishes the hero, the mother, the child, God, death, power, and the wise old man. Later, his notion of repetitive images frequenting different tales irrespective of the country, region, time, or language has found multiple interpretations.

New typologies of archetypal characters have appeared since then to demonstrate the changes in the constantly evolving world of literature, theater, film, comics, and other forms of entertainment. Campbell, Hall & Lindzey, McAdams, Cowden & al., Schmidt, Mark & Pearson, among others, developed such generalized images as the Caregiver, the Creator, the Every Guy / Girl, the Explorer, the Hero, the Innocent, the Jester, the Lover, the Magician, the Outlaw, the Ruler, the Sage, and the Shadow *(see for details Faber & Mayer, 2009)*. The archetypes respectively represent caring, innovation, ordinariness, discovery, courage, naivety, playfulness, passion, transformation, rebellion, power, wisdom, and darkness.

Among various post-Jungian typologies of psychological archetypes, the classification by Schmidt *(Schmidt, 2007)* stands apart. It distinguishes separately female and male archetypes, further dividing them into protagonist/antagonist forms. Among forty-five master characters, Schmidt distinguishes eight leading protagonist/antagonist female archetypes based on mythology. The duality of the character's nature is compatible with Maslow's idea of satisfied/thwarted human needs *(Maslow, 1943)*, while different combinations of needs define a particular archetype. According to Schmidt, each archetype is represented in the protagonist and antagonist form: Aphrodite (the Seductive Muse / the Femme Fatale), Artemis (the Amazon / the Gorgon), Athena (the Father's Daughter / the Backstabber), Demeter (the Nurturer / the Overcontrolling Mother), Hera (the Matriarch / the Scorned Woman), Hestia (the Mystic / the Betrayer), Isis (the Female Messiah / the Destroyer), and Persephone (the Maiden / the Troubled Teen).

The life goal for the Aphrodite archetype is to love and be loved back; thus, her narratives are those on love, sex, seduction, affection, relationship, belongingness, and beauty. The Persephone needs to have fun and discover the world around her; it defines her narratives on having safety, protection, reassurance, stability, freedom, justice, fairness, and knowledge.

The Hestia archetype looks for self-development, focusing on self-actualization, self-ful-fillment, connection to the divine, elements, mysticism, knowledge, balance, and solitude. The Hera's motive is to rule, defining her narratives as those on order, (self-)esteem, achieve-ment, independence, appreciation, respect, affection, belongingness, self-actualization, and self-fulfillment. The Athena needs to fit in with some group, thus referring to the themes of comfort, dependence, safety, protection, reassurance, stability, love, affection, belongingness, (self-)esteem, achievement, independence, and appreciation. The Artemis' function is to fight, which presupposes her focus on truth, (self-)esteem, achievement, independence, appreciation, self-actualization, self-fulfillment, freedom, justice, and fairness. The Demeter's goal is to take care of someone, which defines her narratives about providing food, comfort, safety, protection and reassurance, dependence, stability, love, and affection. The role of the Isis is that of the teacher; she enlightens others and shows a way to the greater good. Her narratives are those of meaning, safety, protection, improvement, reassurance, stability, self-actualization, self-fulfill-ment, freedom, justice, fairness, knowledge, and balance *(Berezhna, 2022: 47)*.

It should be noted that Schmidt delineates female and male archetypes as being only partly similar and thus governed by varying needs and aspirations. As for the three primal human motivations (power, affiliation, and achievement) Duncan, & Peterson claim to find very little evidence for consistent gender differences in the absolute levels of achievement and power motivation. Evidence exists, however, for gender differences in levels of affiliation–intimacy, as women tend to score higher on affiliation motivation than men *(Duncan, & Peterson, 2010)*. The researched archetypes fall within a broadly-defined scheme based on three primal motiva-tions (see Fig. 1 below).
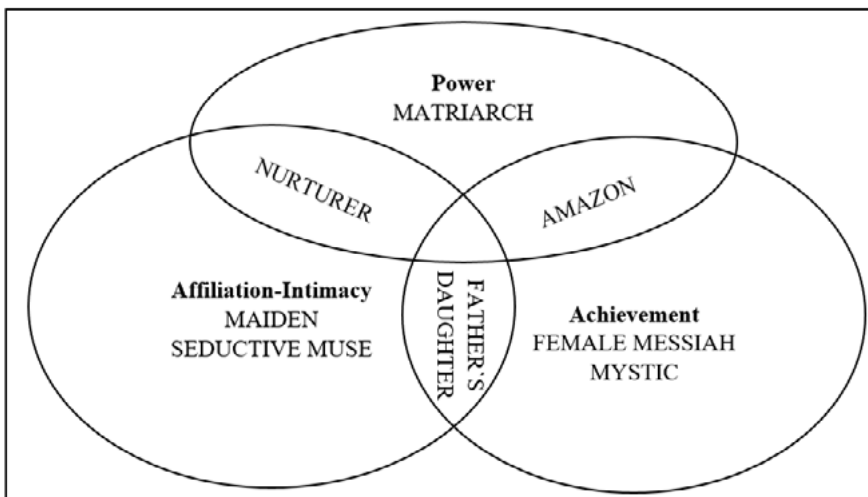
Fig. 1. Correspondence of motivations (power, affiliation, and achievement) and female archetypes

Achievement motivation is defined as a concern for standards of excellence and doing well on tasks *(Duncan, & Peterson, 2010: 41)*. Winter defines that in female language, achieve-ment motivation is revealed with adjectives evaluating successes and good performance; nouns and verbs marking well-done jobs, accomplished activities, individual progress, and winning competitions; lexis to express negative emotions in the case of failure *(Winter, 1991)*.

Power motivation involves a heightened concern about having an impact or influence over other people *(Duncan, & Peterson, 2010: 41)*. According to Winter, key markers denoting power motivation include strong, vigorous actions that necessarily impact others, behaviors that arouse strong emotions in another person, attempts to influence or control others, mentions of prestige or fame, and giving help without prior request *(Winter, 1991)*.

The affiliation–intimacy motive is a concern for establishing, maintaining, and repairing friendly relationships as well as experiencing warm and close interactions with others *(Duncan, & Peterson, 2010: 41)*. Key imagery includes companionate activities; nurturant acts; expressions of warm, positive, friendly feelings toward other people; and negative affect about the disruption of friendly relationships *(Winter, 1991)*.

Interestingly, Affiliation motivation seems to be negatively correlated with popularity among peers. Probably, a fear of rejection often underlies the behaviors and actions of people high in affiliation. That is, highly affiliative people (especially under stress) may try too hard to establish connections and avoid rejection, which can lead other people to move away from them *(Duncan, & Peterson, 2010: 41)*. The present research supports the idea as the Overcontrolling Mother, Troubled Teen, and Backstabber archetypes tend to impose their love, care, and attention onto their loved ones, excessively demanding to be appreciated and valued back. They need to be 'central and indispensable in the lives of those they love' *(Cowden, et al., 2013, p. 92)*.

3. Female characters in cinema

The tendency of the last twenty-five years observed in the top box office internationally released films demonstrates several main traits. First, it is the gradual growth in the number of top-grossing films featuring a leading/titular female character. In the period from 1999 to 2004, the highest-grossing film with a leading female character was the Australian romantic drama
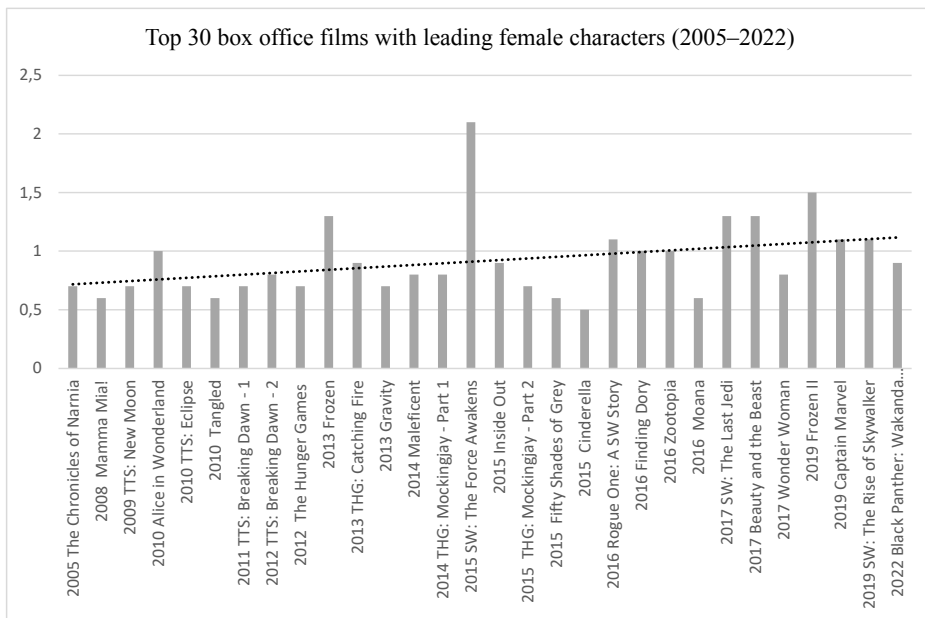
Fig. 2

Japanese Story (2003). The film failed to cover the expenses as its budget was $0.5 billion, while the box office comprised $0.4 billion. However, between 2005 and 2022, the top thirty box office films with a main female character were released. The expectation of wide public recognition and commercial success is similarly high for *The Marvels* (November 2023), featuring three leading female characters. The trend began in 2005 with the film *The Chronicles of Narnia: The Lion, the Witch and the Wardrobe* by Andrew Adamson (see Fig. 2 below).

Second, the genres of the films have diversified from musical fantasy (*Mamma Mia!, Frozen, Moana*), romance (*The Twilight Saga, Fifty Shades of Grey, Cinderella, Beauty and the Beast*), and computer-animated films (*Inside Out, Finding Dory, Zootopia*) to adventure fantasy (*The Chronicles of Narnia, Alice in Wonderland, Tangled, The Hunger Games, Maleficent*), epic space opera (*Star Wars: The Force Awakens, Star Wars: The Last Jedi, Star Wars: The Rise of Skywalker, Rogue One: A Star Wars Story*), science fiction thriller (*Gravity*) and superhero films (*Wonder Woman, Captain Marvel, Black Panther: Wakanda Forever*).

It is worth mentioning that six of the researched films (*Beauty and the Beast*, *The Twilight Saga*, and *Fifty Shades of Grey)* present a clichéd love story of 'the vulnerable virgin heroine and the aloof, dark and handsome hero locked in a cat and mouse pursuit of an intermittent love/hate relationship that culminates in a denouement of reconciliation and happily-ever-after' (Al-Mahadin, 2013, p. 567). The films targeting diverse age audiences propose different variations of the 'virgin-beast trope,' a common patriarchal heterosexual relationship model with a passive female (virgin/beauty) and an aggressive male (beast) who must be tamed *(Maas & Bonomi, 2021: 512)*.

Twelve films are released by Walt Disney Pictures. Five of them present fairy tale narratives largely set in a mythical past and containing princess protagonists who have a goal and subsequently set out on an adventure to achieve their dreams. They have a confrontation with an antagonist, which results in the vanquishing of evil and finding her happily-ever-after *(Mollet, 2020: 9)*. Seven of the twelve films present a story of a heterosexual romance. However, despite Disney's renewed interest in fairy tales, numerous films resumed the tradition of the post-feminist heroine whose happiness was not 'contingent on finding a mate' *(Hefner et al., 2017: 513)*. Several characters are too young to be concerned with romantic relationships (Lucy Pevensie in *The Chronicles of Narnia*, Riley in *Inside Out*), some look for their identity (Rapunzel in *Tangled*, Dory in *Finding Dory*, Elsa in *Frozen II*) and strive for self-development (Elsa in *Frozen*), and some even fight for equal rights and independent existence (Judy Hopps in *Zootopia*, Alice in Wonderland).

A tendency to depict a female character as a (super)heroine in an action film starts with Katniss Everdeen in *The Hunger Games* and Rey Skywalker in *Star Wars* sequel. Their commercial success and popularity with the wide public prompted the production of leading-female-character blockbusters based on comics. Arriving in theaters in May 2017, *Wonder Woman*, directed by Patty Jenkins, was only the second *DC* adapted movie (among thirty-one films in 1941-2017) to have a woman in the lead role, the first being thirteen years earlier with the release of *Catwoman (Curtis, 2020: 928)*. With regard to *Captain Marvel*, only one of the forty-eight *Marvel*-related films since Bryan Singer's *X-Men* in 2000 had a woman lead (*Elektra* from 2005), and since *Marvel Studios* began the official *Marvel Cinematic Universe (MCU)* in 2008 with Jon Favreau's *Iron Man*, there have been no women-led films at all *(Curtis, 2020: 928)*. In this context, both films were seen to be clear but long overdue challenges to overt sexism and patriarchal bias within the industry *(Curtis, 2020: 928)*.

Black Panther: Wakanda Forever (2022) is the 30th film in the *Marvel Cinematic Universe (MCU)*, presenting a plethora of diverse female characters, led by the superheroine Shuri / Black Panther. The female characters are presented not only in traditional roles of mothers

and wives (Ramona, Nakia) but also as technical geniuses (Riri, Shuri) and warriors (Okoye, Ayo, Aneka, Namora). The correlation of female and male characters (3:1), the opposition of a female protagonist against a male villain, and the predominance of non-white actors make the film revolutionary in more than one aspect.

4. Heroines and villains: female narratives

Correspondingly, a significant shift in exploited archetypes has taken place. Such traditional female archetypes as the Nurturer (Bella Swan in *The Twilight Saga*, Katniss Everdeen in *The Hunger Games*, Joy in *Inside Out*), Maiden (Lucy Pevensie in *The Chronicles of Narnia*, Riley in *Inside Out*, Anna in *Frozen*), and Matriarch (Donna in *Mamma Mia!, Maleficent*) had to make some room for the Father's Daughter (Rey Skywalker, Sophie in *Mamma Mia!*), Amazon (*Alice in Wonderland*), Mystic (Elsa in *Frozen*, Captain Marvel), and Female Messiah (Wonder Woman, Judy Hopps in *Zootopia*, Shuri in *Black Panther: Wakanda Forever*).

Out of four types of affective processing within personality change stories, namely positive valence, negative valence, redemption, and contamination *(Lodi-Smith, et al., 2009: 680)*, the researched material demonstrates the prevalence of positive valence for the leading female characters. A few stories reveal a temporary lapse of the heroine from the positive valence into the antagonist form. For instance, Maleficent (*Maleficent*) and Shuri (*Black Panther: Wakanda Forever*) are consumed by vengeance; Joy (*Inside Out*) smothers Riley with overprotectiveness; Bella Swan (*The Twilight Saga: New Moon*) is unable to cope with emotional trauma; and Elsa (*Frozen*) is overwhelmed by fears and inability to control her powers. It helps to develop the character's arc along the redemption line, progressing from a negative beginning to a positive ending, telling the story of personal growth and transformation.

For every hero, there is a villain, and for every villain there should be a story. However, the female villain has rarely been the central focus of academic study *(Le Clue, & Vermaak-Griessel, 2022: 1)*. As the Great Mother / Caregiver / Nurturer archetype *(Mark, & Pearson, 2001; Schmidt, 2007; Faber, & Mayer, 2009; Cowden, et al., 2013)*, which is distinguished by care, protectiveness, devotion, and sacrifice stays the most essential and frequently exploited protagonist archetype in mass culture cinema, its antagonist counterpart (the Overcontrolling Mother) keeps its position as well.

When woman is represented as monstrous, it is almost always in relation to her mothering and reproductive functions. These faces are: the archaic mother; the monstrous womb; the witch; the vampire; and the possessed woman *(Creed, 2007: 7)*. The motherhood narrative differentiates between mothers and other women in a way that legitimate mothers are valorized and put in a position not only as different from, but also as superior to other women. The position of legitimate mothers can also serve for loathing other women, as in the case of adulteresses (illegitimate mothers), murderous midwives, barren or childless women, and bad mothers. These are 'other' women who represent the dark side of the feminine and the fears of women related to motherhood *(Önal, 2011: 87)*. Disney fairy tales, with a renewal of interest in princess narratives, also see the return of the evil woman *(Mollet, 2020: 120)*. The maternal figure in the films is often split into two opposites: the entirely wicked witch or stepmother and the perfectly pure good witch or fairy godmother *(Mark, & Pearson, 2001: 210)*.

In the researched films, the adulteresses, illegitimate mothers, and childless women are represented by the Scorned Woman archetype (Elena Lincoln in *Fifty Shades of Grey*, Donna in *Mamma Mia!,* Rosalie in *The Twilight Saga*); evil step-mothers can behave as the Overcontrolling Mother (Mother Gothel in *Tangled*) or Scorned Woman (Lady Tremaine in *Cinderella*); while witches embody the Betrayer archetype (the White Witch in *The Chronicles of Narnia*).

In general, the female villains within the cinematic stories keep negative valence and represent antagonist forms of archetypes: the Betrayer (the White Witch in *The Chronicles of Narnia*), Overcontrolling Mother (Mother Gothel in *Tangled*, Supreme Intelligence in *Captain Marvel*), Destroyer (Alma Coin in *The Hunger Games: Mockingjay*), Backstabber (Dawn Bellwether in *Zootopia*), Gorgon (Captain Phasma in *Star Wars: The Force Awakens* and *Star Wars: The Last Jedi*, Dr. Isabel Maru in *Wonder Woman*, the Red Queen in *Alice in Wonderland*), and Scorned Woman (Lady Tremaine in *Cinderella*, Te Kā in *Moana*, Victoria in *The Twilight Saga*).

Finally, female narratives in mass culture films have also evolved. Narrative descriptions exhibit human activity as purposeful engagement in the world and draw together diverse events, happenings, and actions of human lives into thematically unified goal-directed processes *(Polkinghorne, 1995: 5)*. The traditional and ever-lasting narratives of the leading female characters are about:

- taking care and protecting loved ones (Bella Swan in *Twilight*, Katniss Everdeen in *The Hunger Games* trilogy, Joy in *Inside Out*, Belle in *Beauty and the Beast*, Anastasia Steele in *Fifty Shades of Grey*, Anna in *Frozen II*),

- being overprotective and smothering her loved ones (Joy in *Inside Out*), manipulating and oppressing children (Mother Gothel in *Tangled*, Lady Tremaine in *Cinderella,* Supreme Intelligence in *Captain Marvel*),

- overcoming the trauma of the loss (Dr. Ryan Stone in *Gravity)* or surviving a break-up (Bella in *The Twilight Saga: New Moon*),

- seeking and finding love (Donna in *Mamma Mia!, Maleficent*),

- being hurt by males (Donna in *Mamma Mia!,* Rosalie in *The Twilight Saga, Maleficent*) and seeking revenge (Victoria and Rosalie in *The Twilight Saga, Maleficent*)

- getting married (Donna in *Mamma Mia!*) and having children (Bella Swan in *The Twilight Saga: Breaking Dawn – Part 1* and *Part 2*),

- discovering the world around and having fun (Lucy Pevensie in *The Chronicles of Narnia*, Ella in *Cinderella*, Anna in *Frozen*, Riley in *Inside Out*, Aurora in *Maleficent*),

- bettering her appearance (Mother Gothel in *Tangled*) and magic (the White Witch in *The Chronicles of Narnia*).

The comparatively new and gaining popularity female narratives are about:

- (re)discovering her identity (Elsa in *Frozen II*, Rapunzel in *Tangled*, Rey Skywalker in *The Star Wars* sequel, Jyn Erso in *Rogue One*, Sophie in *Mamma Mia!*) and place in the community (Dory in *Finding Dory*, Rey Skywalker in *The Star Wars* sequel),

- fighting for her rights and (self-)respect (Alice in Wonderland, Judy Hopps in *Zootopia*),

- exercising control and enjoying violence (Jane in *The Twilight Saga*, Dr. Isabel Maru in *Wonder Woman,* Captain Phasma in *Star Wars: The Force Awakens* and *Star Wars: The Last Jedi*),

- being underappreciated and underestimated (Dawn Bellwether in *Zootopia*),

- finding her inner force (Captain Marvel) and connection to the divine (Rey Skywalker in *The Star Wars* sequel, Elsa in *Frozen* and *Frozen II*),

- fighting for the greater good (Shuri in *Black Panther: Wakanda Forever*) and 'making the world a better place' (Wonder Woman, Moana, Judy Hopps in *Zootopia*).

5. Conclusions

Contemporary cinema is a complex construct, an intersection of social, psychological, cultural, and linguistic patterns that serve not only to entertain the public but also to reflect and influence society. Women in films are often depicted as the incarnation of the Great Mother

archetype – caring, protective, and nurturing. Still, their representation has been gradually changing to include such archetypes as the Father's Daughter, Amazon, and Female Messiah to account for new social roles and attitudes.

Correspondingly, female characters have gradually been pictured as more active, outspoken, independent, and strong. Their roles have changed from girls-next-door (Sophie in *Mamma Mia!*, Bella Swan in *The Twilight Saga*, Anastasia in *Fifty Shades of Grey*, Ella in *Cinderella*, Belle in *Beauty and the Beast*, Riley in *Inside Out*) and/or princesses (Lucy Pevensie/ Queen Lucy the Valiant in *The Chronicles of Narnia*, princesses Anna and Elsa in *Frozen*, the daughter of a village chief in *Moana*, lost princess Rapunzel in *Tangled*) to police officers (Judy Hopps in *Zootopia*), rebels (Jyn Erso in *Rogue One*), Jedi (Rey Skywalker in *The Star Wars* sequel trilogy), warriors (Okoye and Namora *Black Panther: Wakanda Forever*, Katniss Everdeen in *The Hunger Games*, Alice in *Alice in Wonderland*), astronauts (Dr. Ryan Stone in *Gravity*) and superheroes (Shuri in *Black Panther: Wakanda Forever*, Wonder Woman, Captain Marvel).

Though traditional narratives about providing care, finding love, and having family and children stay frequent, new narratives connected to female social status appear. The new heroines speak about fighting for their rights, being accepted and appreciated, finding a rightful place in society, and changing the world for the better.

Further research might focus on the composition of narrative typology, delineating female cinematic characters of basic archetypes from their male counterparts. Being based on the highest-grossing English-language films of the 21st century, the typology might reflect the global vision of women and men in the modern world.

References

1. Al-Mahadin, S. (2013). *Is Christian a Sadist? Fifty Shades of Grey in Popular Imagination. Feminist Media Studies*, 13(3), P. 566–570. doi:10.1080/14680777.2013.786271

2. Bassil-Morozow, H. (2018). *Feminist Film Criticism: Towards a Jungian Approach. In The Routledge International Handbook of Jungian Film Studies*. Ed. Luke Hockley. London and New York: Routledge. P. 115–127.

3. Berezhna, M. V. (2022). *Female Psycholinguistic Archetypes in Mass Culture Films (Based on the Characters' Hierarchy of Needs). Filolohiya pochatku XXI storichchya: tradytsiyi ta novatorstvo: materialy Mizhnarodnoyi naukovo-praktychnoyi konferentsiyi [Philology of the beginning of the 21st century: traditions and innovation: materials of the International Scientific and Practical Conference]*. Lviv – Torun: Liha-Pres. P. 46–48. doi:10.36059/978-966-397-263–3/10

4. Cowden, T.D., LaFever, C., & Viders, S. (2013). *The Complete Writer's Guide to Heroes & Heroines: Sixteen Master Archetypes*. Pasadena, CA: Archetype Press. 214 p.

5. Creed, B. (2007). *The Monstrous-Feminine: Film, Feminism, and Psychoanalysis*. New York: Routledge, 200 p.

6. Curtis, N. (2020). *Wonder Woman and Captain Marvel: The (Dis)continuity of Gender Politics. Journal of Popular Culture*, 53(4), P. 926–945. doi:10.1111/jpcu.12942

7. Duncan, L. E., and Peterson, B. E. (2010). *Gender and Motivation for Achievement, Affiliation-Intimacy, and Power. In J. C. Chrisler and D. R. McCreary (Eds.), Handbook of Gender Research in Psychology, Vol. 2. Gender Research in Social and Applied Psychology*. P. 41–62. New York, NY: Springer.

8. Faber, M. A., & Mayer, J. D. (2009). *Resonance to Archetypes in Media: There's Some Accounting for Taste. Journal of Research in Personality*, 43(3). P. 307–322. doi:10.1016/ j.jrp.2008.11.003

9. Han, Y. (2019). Jungian Character Network in Growing Other Character Archetypes in Films. International Journal of Contents, 15(2), Jun. P. 13–19.

10. Hefner, V., Firchau, R.-J., Norton, K., & Shevel, G. (2017). Happily Ever After? A Content Analysis of Romantic Ideals in Disney Princess Films. Communication Studies, 68(5), P. 511–532. doi:10.1080/10510974.2017.1365092

11. Hirsh, J. B., & Peterson, J. B. Personality and Language Use in Self-Narratives. Journal of Research in Personality, 43(3), 2009. P. 524–527. doi:10.1016/j.jrp.2009.01.006

12. Jung, C. G. The Archetypes and the Collective Unconscious (R. Hull, Trans.) (2nd ed.). Princeton, NJ: Princeton University Press, 1968. 451 p.

13. Le Clue, N., & Vermaak-Griessel, J. (2022). Gender and Female Villains in 21st Century Fairy Tale Narratives: From Evil Queens to Wicked Witches. Bingley, UK: Emerald Publishing Limited, 229 p. doi:10.1108/9781801175647

14. Lodi-Smith, J., Geise, A. C., Roberts, B. W. & Robins, R. W. (2009). Narrating Personality Change. Journal of Personality and Social Psychology, 96(3). P. 679–689. doi:10.1037/a0014611

15. Maas, M. K., & Bonomi, A. E. (2021). Love Hurts?: Identifying Abuse in the Virgin-Beast Trope of Popular Romantic Fiction. Journal of Family Violence, 36(4), P. 511–522. doi:10.1007/s10896-020-00206-9

16. Mark, M., & Pearson, C. S. (2001). The Hero and the Outlaw: Building Extraordinary Brands through the Power of Archetypes. New York: McGraw-Hill. 384 p.

17. Maslow, A. H. A Theory of Human Motivation. Psychological Review, vol. 50, no. 4, 1943. P. 370–396. doi:10.1037/h0054346

18. Mollet, T. L. (2020). A Cultural History of the Disney Fairy Tale: Once Upon an American Dream. Cham, Switzerland: Palgrave Macmillan. 181 p. doi:10.1007/978-3-030-50149-5

19. Önal, L. (2011). The Discursive Suppression of Women: Female Evils as the Villains of the Motherhood Narrative. Folklore, 48, P. 85–116. doi:10.7592/FEJF2011.48.onal

20. Polkinghorne, D. E. (1995). Narrative configuration in qualitative analysis. International Journal of Qualitative Studies in Education, 8(1). P. 5–23. doi:10.1080/0951839950080103

21. Schmidt, V. (2007). The 45 Master characters. Cincinnati, Ohio: Writers Digest Books. 298 p.

22. Winter, D. G. (1991). Measuring Personality at a Distance: Development of an Integrated System for Scoring Motives in Running Text. In A. J. Stewart, J. M. Healy, Jr., & D. Ozer (Eds.), Perspectives in Personality: Approaches in Understanding Lives. P. 59–89. London: Kingsley.

FORMING LOWER SECONDARY EDUCATION STUDENTS' READINESS FOR INNOVATIVE ACTIVITIES IN NATURAL-MATHEMATICAL COURSES

Denys Bondarenko

Mathematics and Physics Teacher, Kharkiv Gymnasium № 12 of Kharkiv City Council of Kharkiv Region; Postgraduate Student at the Department of Education and Innovative Pedagogy, H. S. Skovoroda Kharkiv National Pedagogical University, Ukraine
e-mail: mathhg2020@gmail.com, orcid.org/0000-0002-6602-5337

Summary

The article examines the issue of pedagogical conditions for the formation of the readiness of lower secondary school students for innovative activities during the lessons of the courses of the natural-mathematical cycle. A set of pedagogical conditions that positively influence the formation of students' readiness has been proposed. It has been proven that providing a comfortable educational environment, constant support of the motivation and readiness of pedagogical workers for innovative activities, systematic use of digital educational resources and a complex of creative, research and applied tasks has a positive effect on the level of readiness of lower secondary school students for innovative activities during the lessons of the courses of the natural-mathematical cycle. It has also been stated that the formation of basic school students' readiness for innovative activities is a complex and long-term process that is impossible without the creation of appropriate pedagogical conditions. A comprehensive and multifaceted approach to the formation of readiness would give an innovative product (result) only with a clearly developed algorithm, which would be followed by all participants in the educational process at secondary education institutions. It has been noted that innovative activity in the lessons of mathematics, physics, economics, chemistry, biology, geography, astronomy, etc., is a priority task of the respective teachers, because these subjects cause anxiety among the students of education and due to their complexity, students lose interest in studying them.

Key words: conditions, pedagogical conditions, innovative activity, readiness for innovative activity, students, courses of the natural-mathematical cycle.

1. Introduction

Radical, intensive changes which are taking place in the world economic space require changes in forms, methods, approaches, principles, means and ways of organizing activities in all spheres of human life. Economic processes focus the attention of specialists on changing the format of training personnel who would carry out their professional activities in the conditions of such changes, which means that the education system is also changing. The basic step in changing the system of higher education is, definitely, secondary education, which should provide higher education institutions with applicants who have not only fundamental knowledge, skills and abilities, but also possess a wide range of competencies, have a high level of readiness for innovative activities, and as a result, and readiness for changes in professional activity. Currently, the regulatory and legal framework of our country is being improved and an educational policy for the implementation of the State Standards of Primary and Basic Education is

being pursued *(Derzhavnyi standart pochatkovoi osvity, 2018; Derzhavnoho standartu bazovoi i povnoi zahalnoi serednoi osvity, 2020)*. Fundamentalist views, which are indicated in the State Standards, are precisely the competency-based approach to the education of students, which serves as a platform for forming students' readiness for innovative activities. Unfortunately, in recent years we have been observing the decline of domestic natural-mathematical and economic education in our country, which significantly affects the development of Ukraine. That is why we consider the problem of developing and implementing pedagogical conditions that would contribute to the formation of lower secondary school students' readiness for innovative activities in the process of studying the courses of the natural-mathematical cycle to be urgent *(Kontseptsiia Novoi ukrainskoi shkoly, 2016)*.

The purpose of the article has been the theoretical justification and experimental verification of pedagogical conditions for the formation of basic school students' readiness for innovative activities in the process of studying the courses of the natural-mathematical cycle.

2. Main part

In order to study the problems of pedagogical conditions, we consider it necessary to consider the essence and content of such definitions as «condition» and «pedagogical conditions».

Based on advanced pedagogical experience, we could conclude that the concept of «condition» must be considered from two sides (condition as a circumstance and condition as a rule) *(Lynenko, 1995)*. First, ***a condition*** *is a favorable circumstance, in the process of compliance of which the expected result of innovative activity can be obtained;* second, ***a condition*** *is a rule, the fulfillment of which in a given sequence, in compliance with all requirements, and under favorable factors, will lead to obtaining the final innovative educational product.*

We come to the conclusion that the concept of «pedagogical conditions» cannot be interpreted so unambiguously, because pedagogical conditions affect the learning outcomes of students, that is, they must be considered from the point of view of the principles of education, and therefore, pedagogical conditions should represent a set of factors or factors that positively affect the educational level of the students *(Tsys, 2018)*.

Thus, in our research, we interpret ***pedagogical conditions*** *as a set of factors (external and internal) that ensure the organization, regulation and interaction of education seekers in the process of including them in a fundamentally new, active creative, research activity (both during the educational process and during the extracurricular activities), which directly contribute to the formation of their readiness for innovative activity.*

Considering the above, we selected the following pedagogical conditions based on basic didactic principles:

🖉 creation of a comfortable, innovative educational environment in order to ensure the activity and independence of the student's personality, during the research of new information in the process of studying the courses of the natural-mathematical cycle;

🖉 systematic and consistent use of digital educational resources in order to obtain fundamentally new knowledge in the process of studying the courses of the naturalmathematical cycle;

🖉 strengthening the motivation and readiness of pedagogical workers to carry out innovative activities in order to organically combine various forms, methods and means of such activities;

🖉 saturation with research and applied content of lessons and their connection with real life.

Let's get more acquainted with the didactic content and innovative potential of each of the pedagogical conditions we had selected for the formation of basic school students' readiness for innovative activities in the lessons of the courses of the natural-mathematical cycle.

The creation of a comfortable, innovative educational environment in order to ensure the activity and independence of the student's personality, during the study of something new in the process of studying the courses of the natural-mathematical cycle *involves the implementation of such didactic principles as: the principle of activity and independence of the personality and the principle of developing and educational learning.*

The didactic basis of this condition is that the greater the student's creative activity, the higher the quality of knowledge acquisition. It is also obvious that, if the assimilation of fundamentally new knowledge takes place in a comfortable environment (where it is possible to consider the age and individual characteristics of the student), the level of education and readiness of the child for any type of activity (including innovative ones) increases significantly. The child feels free, sees a benevolent and humane attitude towards oneself as an individual, receives moral upliftment and as a result awakens in himself stable incentives for learning.

The pedagogical condition proposed by us had ensured interaction between the teacher and the student in the process of innovative activity, the establishment of partnership pedagogy with all participants in the educational process (including with parents during face-to-face, distance and mixed learning formats). Also, it has been possible to provide a comfortable, innovative educational environment with the active use of online messengers to receive feedback from the teacher with students and parents. Online messengers (in most cases Telegram, Viber, and Whatsapp) had enabled teachers to continuously communicate with students in the distance learning process, conduct consultations, use didactic material for successful student learning, explain unclear tasks, and answer problematic questions that arose during the students' process of independent performance of tasks, to encourage and motivate students to innovative activities in less formal circumstances, to ensure the continuous comprehensive development of students' personalities.

Strengthening the motivation and readiness of pedagogical workers to carry out innovative activities, in order to organically combine various forms, methods and means of such activities *involves the implementation of the principle of a rational combination of forms and methods of educational activity.*

This condition is based on the fact that only a motivated teacher who is ready for innovative activities could and should use the most diverse forms of organization of education: lesson, excursion, workshops, as well as various ways of interaction of students in the educational process: individual work, work in permanent and changing pairs, in small and large groups, etc. In addition, learning can be carried out in various types of children's extracurricular activities: in hikes, trips, and interest clubs.

In order to create this condition, we had held non-standard meetings of pedagogical councils and institution councils during which teachers have been introduced to the basics of innovative activity, ways of its implementation, new pedagogical technologies, forms, methods and means of including students in innovative activity. Also, a series of master classes, quests and pedagogical workshops has been held in order to awaken teachers' internal incentives for this type of activity. Stimulating and hindering factors of innovative activity, which showed positive dynamics, have been studied.

Systematic and consistent use of digital educational resources for the purpose of obtaining fundamentally new knowledge in the process of students studying the courses of the natural-mathematical cycle *involves the implementation of the following didactic principles:*

the principle of clarity, the unity of concrete and abstract, and the principle of systematicity and consistency.

The didactic value of this condition is that the effectiveness of learning depends on the purposeful involvement of the senses in the perception and processing of new information. A person perceives a large amount of information, but the use of digital educational resources helps the child to imagine, to build correct images of this or that phenomenon, which is the basis for the development of higher forms of thinking. A person perceives a large amount of information, but the use of digital educational resources helps the child to imagine, to build correct images of this or that phenomenon, which is the basis for the development of higher forms of thinking.

It should be noted that the use of visualization in education has its limits. The fact is that concrete thinking, which is directly based on the perception of things with the help of the senses, is the first stage in the development of human thinking, and abstract thinking develops on its basis. That is why digital educational resources help the teacher in the development of online games, tasks, quests, projects, which significantly contribute to the development of students' motivation for innovative activities.

Mastering the modern achievements of science and technology, culture, and activity experience should be organized systematically and consistently. Such mastery by has been organized by us and built on the logic of science and determined by the tasks of education and the age capabilities of the students. Also, we had organized a planned order of innovative activity in the learning process, in which each stage of the joint activity of the teacher and students has been based on the previous stages and opens the way to further progress, obtaining a fundamentally new result of innovative activity.

The usage of digital educational resources in the lessons of the courses of the natural-mathematical cycle in the basic school had provided a direct process of forming the readiness of students for innovative activities. Thanks to digital educational resources, it becomes possible to visualize and structure the knowledge acquired by the student, to solve problematic, research situations, to implement a knowledge test with further independent processing by the student of his own mistakes, to get his own innovative experience.

Saturation with research, applied content of lessons and their connection with real life implements the principle of connection of learning with life, with practice.

The didactic potential of the specified condition is that it contributes to the development of a democratic society and requires that the process of carrying out innovative activities stimulates students to use the acquired knowledge in practice, to analyze and transform the surrounding reality, to develop their own views.

The pedagogical condition we proposed had ensured the effectiveness of training and made it possible to check the quality of the organization of innovative activities. It has taught students to build logical connections such as: *practice —criterion of truth, a source of cognitive activity and areas of use of learning outcomes.*

Involvement of lower secondary school students in finding solutions to problematic research problems with the help of digital educational resources contributed to increasing the level of cognitive interest in innovations. While solving such tasks, we had used network services (Mindmeister.com, tag clouds, online crosswords and puzzles), carried out activities related to the topic of the lesson (interactive web quests, online competitions or creative tasks using social networks, for example, posting a short biography of prominent scientists on the personal profile page in social networks, conducting intellectual challenges).

An experimental study of the pedagogical conditions for the formation of basic school students' readiness for innovative activities in the process of studying the courses of the

natural-mathematical cycle has been organized on the basis of the Kharkiv Gymnasium No. 12 of the Kharkiv City Council of the Kharkiv Region. During the experimental study, the students have been grouped into three groups according to the specifics of the curricula under which they receive their education. The experimental group EG1 included students of 6-A and 6-B grades (academic year 2022/2023) with a total number of 67 respondents. 6-A and 6-B are experimental classes for the implementation of the State Standard of Lower Secondary Education «New Ukrainian School» and study mathematics at an advanced level (sub-profile 6-A - physics for the curious, 6-B - financial literacy). The control groups of CG1 included students of grades 5-A and 5-B (academic year 2022/2023) with a total number of 66 respondents studying mathematics at an advanced level (sub-profile 5-B – physics for the curious, 5-A – financial literacy), CG2 consisted of students of grades 6-B and 5-B (academic year 2022/2023) with a total number of 71 respondents studying English at an advanced level (pre-profile 5-B – German, 6-B – French). The total number of respondents who took part in the experimental study is 204 people.

The confirmatory stage of the study has been conducted at the beginning of the 2021/2022 academic year. The task of the ascertaining stage in all studied groups has been *to establish the actual level of readiness of students for innovative activities.* The results of the ascertaining stage of the study made it possible to find out that the level of readiness of students for innovative activities in all studied groups is approximately the same.

In order to identify changes in the formation of students' readiness for innovative activities in the lessons of the courses of the natural-mathematical cycle, in the process of distance and mixed learning, we had implemented the pedagogical conditions we have had highlighted. The results of the formative stage showed a positive effect on the readiness of students for innovative activities in the EG1 group, while there were almost no changes in the CG1 and CG2 groups.

In the process of implementing pedagogical conditions and studying their influence according to the motivational and goal criterion, we had obtained the following changes in indicators: there has been an increase in indicators of a high level by 9%, a sufficient level by 13%, due to a decrease in indicators of an average level by 14%, and a low level by 8%. There have been practically no changes in the control groups.

The results of the study of the influence of pedagogical conditions according to the information-research criterion showed positive changes in the indicators. There has been an increase in indicators of a high level by 9%, indicators of a sufficient level by 14%, due to a decrease in indicators of an average level by 12%, and indicators of a low level by 11%.There have been practically no changes in the control groups.

Implementation of pedagogical conditions and research of their influence according to the innovation-research criterion, we obtained the following changes in indicators: there was an increase in indicators of a high level by 11%, a sufficient level by 24%, due to a decrease in indicators of an average level by 26% and indicators of a low level by 9 %. There have been practically no changes in the control groups.

It is worth noting that the realization of the need to achieve success, which contributes to the formation of goals and is the basis of perseverance in solving innovative tasks, is important in shaping the readiness of lower secondary school students for innovative activities. It should be noted that if the need to achieve success is not realized, there is a high probability of a decrease in the success of educational and cognitive activities, and as a result, a decrease in the level of students' readiness for innovative activities. That is why it is important to create the necessary pedagogical conditions for the realization of the child as an individual, forming in them the habit of carrying out innovative activities. Also, in the process of research, it has

been concluded that the better the innovative activity of schoolchildren is organized with the involvement of tasks of a creative, research, and applied nature, the more successfully their adaptation to modern conditions would be carried out, which thereby confirmed the appropriate level of readiness of basic school students for innovative activities.

3. Conclusions

Thus, our research had showed that the use of the pedagogical conditions proposed by us for forming the readiness of lower secondary school students for innovative activities in the lessons of the courses of the natural-mathematics cycle would positively affect the level of this readiness. It has been proven that the use of active innovative forms, methods and means of implementing innovative activities, creating a comfortable atmosphere of communicative interaction with the help of online messengers, providing an innovative educational environment, systematic and systematic use of digital educational resources, solving creative, research, applied problems in lessons, the volume of the content and the novelty of the educational material, respect for the student's personality contribute significantly to the active formation of basic school students' readiness for innovative activities in the process of studying the courses of the natural-mathematical cycle.

Taking into account the above, we can claim that the experimental study of the pedagogical conditions we had selected for the formation of students' readiness for innovative activities confirms the significance, expediency and importance of their use during the implementation of the educational process by institutions of secondary education.

References

1. Lynenko A. (1995) Pedahohichna diialnist i hotovnist do nei [Pedagogical activity and readiness for it] monohrafiia. – monograph. OKFA, 80. [in Ukrainian].
2. The Cabinet of Ministers of Ukraine (2018) Derzhavnyi standart pochatkovoi osvity [State standard of primary education]. Retrieved from: https://zakon.rada.gov.ua/laws/show/87-2018-%D0%BF#n12
3. The Cabinet of Ministers of Ukraine (2020) Derzhavnoho standartu bazovoi i povnoi zahalnoi serednoi osvity [State standard of basic and full general secondary education]. Retrieved from: https://zakon.rada.gov.ua/laws/show/1392-2011-%D0%BF#n9
4. The Ministry of Education and Science of Ukraine (2016) Kontseptsiia Novoi ukrainskoi shkoly [Concept of the New Ukrainian School]. Retrieved from: https://mon.gov.ua/storage/app/media/zagalna%20serednya/nova-ukrainska-shkola-compressed.pdf. [in Ukrainian].
5. Tsys O. (2018). Dydaktychni umovy zastosuvannia informatsiino-komunikatsiinykh tekhnolohii v orhanizatsii samostiinoi navchalnoi diialnosti studentiv tekhnoloho-pedahohichnykh spetsialnostei [Didactic conditions for the use of information and communication technologies in the organization of independent educational activities of students of technological and pedagogical specialties]: dys. ... kand. ped. nauk : 13.00.09. Ternopil, 300. [in Ukrainian].

TECHNICAL TRANSLATION IN THE SYSTEM OF TRANSLATION THEORY

Emma Derdi

Ph.D., Associate Professor, Uzhgorod National University, Ukraine
e-mail: emderdy@gmail.com, orcid.org/0000-0003-3808-8581

Summary

The problems and requirements for technical translation are characterized. The problems of technical translation as a type of special literature translation are quite broad and include difficulties and problems both with the text itself (lexical, grammatical, stylistic) and with the conditions and results of the translator's work. The prospects for the technical translation development are highlighted. The number of technical translations worldwide is expected to continue to grow as it has been growing since the beginning of the industrial revolution. With the increase in the volume of technical literature translations the demand for technical translators will also increase which makes it possible to predict the main prospects for the technical translation development, in particular, the prospects for the specialists training in this sphere. Taking into account the fact that technical translation is currently not sufficiently researched we can also highlight separate perspectives regarding the development of the science of translation in this aspect.

Key words: technology field, basic concepts, terms, processes, special literature translation, perspectives, development, technical literature translator.

1. Introduction

Translation is considered to be one of the oldest types of human activity and the results volume of which is constantly growing nowadays. The importance of translation activity is increasing in the process od developing globalization because only due to it we can exchange information and provide communication between peoples all over the world. According to statistics, the volume of technical and commercial translation is 78% of all types of texts translated in the world.

Methods of technical literature translation as well as the classification of such translations have been developing for decades and the technical text problems have been studied for a long time. The need for certain technical knowledge for a translator working with a text in a special field became the most important problem faced by the specialists-philologists. At the current stage of the translation theory development there are still many understudied aspects which determine the relevance of our research and stimulate researchers to outline new research perspectives in translation studies.

The purpose of the study is to characterize the place of technical translation in the system of modern translation theory, to suggest its own strategy and recommendations for the effective technical texts translation for the technical translators training as well. In order to reach the abovementioned goals we have to face the main objectives of the study, that is to identify technical literature and technical translation linguistic features and specificities; to describe the issues and requirements for technical translation; to highlight the prospects for the technical translation development; to suggest some recommendations for technical translators training.

Scientific and methodological works of Ukrainian and foreign scientists in the field of applied linguistics, comparative linguistics, theory and practice of translation, technical translation were used as research material.

The following methods are used to solve the identified theoretical tasks: theoretical methods of scientific knowledge analysis (when processing material from the history of translation and supplementing the profession profile of a technical translator), conceptual and terminological methods (when revealing the essence of the translation theory main concepts and categories; when characterizing the scientific and technical literature); generalization (when working out definitions of the concepts of translation theory and researchers' views on translation strategy), systematization of the research problem scientific data.

2. Specificity of technical literature translation

We pay a lot of attention in our work to the translation primarily of technical text so its definition is also necessary. According to V.I. Karaban, when translating technical literature, the understanding of the subject of the translated text comes to the fore. At the same time, knowledge of the appropriate terminology adopted in this field of technology is of great importance. It is especially recommended to use standard terminology - where it is accepted. Before starting the case, it is necessary to thoroughly familiarize yourself with the main points important for understanding materials from this specialty *(Karaban, 2018)*. "Technical translation is a translation used in the process of exchanging scientific and technical information. The content of the exchange is what is new that appears in the field of science and technology" *(Skrebkova-Pabat, 2012: 182)*.

Scientific texts are more abstract compared to other types of texts. Technical texts are much more specific. They are also written in a somewhat simpler language. Yes, the terms are there, but the writing style itself is easier to understand. For example, from the study of certain purely scientific problems in any field of science, we can understand practically nothing. Instead, one of the requirements for writing the same instruction manual for any device is that it should be so simple that a person without special education can master this device (for example, household appliances). Of course, if we talk about equipment of a more complex nature, for example, about the equipment of a drilling rig, it is already dealt with by specialists in the oil and gas industry who are familiar with its functioning and know how to work with it. And here we can still emphasize that the instructions must be as precise, clear and understandable as possible, because sometimes the smallest mistake can lead to serious accidents, material and, worse, human losses.

The style of modern technical literature is based on the norms of written language with certain specific characteristics, namely:

1) a vocabulary that includes a large number of special terms and words of foreign origin, official (functional) words that often have a very important meaning, words that provide logical connections between individual elements of statements;

2) grammar, which includes complex and complex sentences widely used in technical literature, in which nouns, adjectives and impersonal forms of the verb prevail;

3) stylistic features (method of presentation), which include a logically based presentation of factual material using neutral vocabulary (formal-logical presentation) *(Pohyba, 2011: 110-111)*.

According to Skrebkova-Pabat M.A., the technical literature with which translators work includes the following:

- actual scientific and technical literature (monographs, collections, articles devoted to various problems of technical sciences);

- educational literature on technical sciences (textbooks, manuals, reference books, etc.);

- scientific and popular literature from various fields of technology;

- technical (standards, passports, forms, technical descriptions, operation and repair instructions, technical tasks) and shipping (waybills, packing slips, licenses, certificates, customs declarations) documentation;

- technical advertising materials (brochures, prospectuses, booklets, company catalogs) *(Skrebkova-Pabat, 2012: 181).*

While considering the peculiarities of technical texts we name the main one of them is an accurate and complete presentation of the material with an almost complete absence of those expressive elements that are used in fiction and that give the language emotional saturation, relying on the logical, not on the emotional and sensual side. The author of the technical text seeks to exclude the possibility of voluntary interpretation of what is written, as a result of which there are almost no means of expression in technical literature, such as metaphors, metonymies and other stylistic figures, which are widely used in artistic works to give the language a lively, figurative character, and the texts themselves seem somewhat "dry" *(Pastukhova, 2011: 148).*

Knowing about the peculiarities of the style of technical texts, the translator must make sure that the text in the source language is written in the same way. It cannot be simplified, unnecessary details added, filled with expressions and idioms of other speech styles. The translation should be written in a neutral, objective language. Technical texts are, first of all, highly specialized, with a specific, industry-specific terminology. Therefore, for all terms, the translator needs to find their corresponding equivalents, especially in the field of science and technology to which this text refers, because, as we know, one term can have many different translation options, which, most often, are used in different fields . In special literature, terms bear the main burden, therefore, a greater amount of the translator's time working on the text in the source language falls on working with terms. At the same time, one should avoid excessive saturation of the language of the text with terms, that is, the so-called "pseudo-scientific" style.

It is also emphasizes that when translating this kind of materials, it is especially important to adhere to the principle of unification of terminology, to avoid differences in the naming of parts and devices, and when working on technical documents, special attention should be paid to the correct and accurate design of the translation, to consistency numbering of pictures, drawings, tables, etc. It is also necessary to strive for the use of standard designations *(Skrebkova-Pabat, 2012).*

Scientific and technical literature is also rich in infinitive and gerundial inflections, as well as some other purely book constructions, which sometimes complicate the understanding of the text and pose additional tasks to the translator. Sometimes the meaning of the entire sentence can change due to the misinterpretation of one phrase, so the translator should be especially careful with expressions and constructions.

The technical aspects of the translator of technical literature include the preparation of the text for translation (segmentation, transfer to text format), consultations with experts and specialists, as well as the introduction of the latest technologies in the translation field. Often the use of this kind of technology becomes mandatory (for example, translators are often required to be able to work with the Trados automated translation system).

Technical translation requires the work of several specialists, because it almost never happens that the translator is already at the same time a specialist in the field to which the text

to be translated belongs. Ideally, first a rough version of the translation is made by the translator, then it is corrected in terms of terms and some other points by a technical specialist, and only then the text is sent for general editing. However, in practice, such cooperation between specialists and translators is not always possible, which explains the insufficiently high quality of translations.

Technical translation already occupies a significant niche in the translation market today. It was researched that the volume of the world translation market is 9-20 billion dollars. The growth rate is 8% per year. The reasons for the growth are the development of world trade, the development of the information technology market, the development of Internet technologies, the transfer of functions of non-core units to specialized firms, globalization.

3. Issues and requirements for technical translation

Scientific and technical literature is of exceptional interest not only in content, but also in form. In addition to the huge number of books on science and technology, millions of journal articles are published worldwide every year. This greatly contributes to the development of the translation of technical literature. As with any type of activity, during the implementation of technical translation, the person engaged in it faces certain problems that become the object of study by researchers. As a result of such studies, it is possible to formulate the basic requirements for technical translation.

Technical translation as a type of translation of special literature throughout the entire period of practicing this kind of activity accumulates techniques and methods used by technical translators, as well as recommendations and requirements for its implementation. In the process of translation, there are also certain difficulties and problems related to technical literature. They certainly need a closer look.

Very often when translating technical literature there is a desire to deal with specialists in this field of technology. It is also noted that in this case the translator-engineer falls into another extreme - he neglects dictionaries, preferring to translate by guesswork. It is characterized by such features that prevent a good translation, such as a subjective attitude to the author and the content of the article and interference in the original text in order to make amendments.

On the other hand, the translator-philologist may have another problem in the translation of technical literature, this is a psycholinguistic barrier on the translator's path. Its essence is as follows: a linguist without an engineering education is not in a position to properly orient himself either in the field of technology (it is difficult to distinguish the new from the well-known, classic), or in the mass of translation tasks of a technical nature. He knows that the meaning of a word is determined primarily by the context, and yet he relies mainly on the dictionary. As a result, the translator-linguist publishes the so-called "dictionary translation" *(Slavova, 2016: 53)*.

Vlasenko H.M. names the low quality of translations a separate problem of technical literature translating. He cites the reason for this, first of all, that the customer seeks to get the translation he needs as quick and cheap as possible and the performer who receives money for his translation work is forced to hurry translating quality into quantity. Under such conditions the translator simply does not have enough time to study thoroughly new technical terminology as well as to search for information and corresponding grammatically and etymologically correct equivalents in explanatory dictionaries, encyclopedias and on the Internet *(Vlasenko, 2009)*.

The translation of technical literature is a complex, painstaking, independent work, the fruit of intense research work in the field of language and specific specialty. To perform such

work, it is desirable that the translator has an exceptionally high qualification: he has a perfect command of the language of technical literature, both the original and the translation. Theoretically, this is possible only within the limits of any one narrow specialty. However, there are practically no such people, and those few of them who meet these requirements are not involved in translations *(Skrebkova-Pabat, 2012).*

The problem of translating technical literature leads to the emergence of requirements that relate to both the finished translated text and the translator who performs this activity, and also forms an idea of how a properly executed translation should look.

The Ukrainian researcher Radec'ka S. emphasizes that more and more often company managers think about the fact that without high-quality technical translation there will be no increase in product sales volumes, without sales there will be no profit, and without profit there will be no development. A good technical translation is an important step towards development. Therefore, the demand for this type of translation is increasing, which, accordingly, affects the supply and, thus, the situation on the labor market. Requirements for translators of technical literature are also growing.

She formulates the main requirements for qualified specialists in the field of technical translation as follows:

1) the ability to understand the essence of the text presented in the original language;

2) the ability to imagine in action this or that device or technological process described in the technical documentation;

3) knowledge in this field in order to preserve the integrity of the structure of the original text by means of the translation language;

4) linguistic intuition – the ability to choose the most successful counterpart from several translation options of a technical term given in a dictionary or reference book;

5) the ability to adequately, succinctly and accessible convey the content of technical documentation;

6) practical experience of translating technical literature *(Bilozers'ka etc., 2010: 31).*

Ten requirements for a translation were formulated: first, the translated text must accurately convey the meaning even if it is contained in the subtext. Second, the translated text should be presented clearly succinctly and, if possible, briefly. Third, in the translated text, all observed cases of unclear and illogical presentation as well as errors of the source document, should be eliminated. Fourth, when presenting the translated text you should use standard verbal formulas used in a specific field of knowledge. Fifth, the translated text should not contain stylistic defects of the text (displacement of logical emphasis, tautology, etc.). Sixth, according to the presentation style the source text should correspond to the genre features of the document. Seventh, the terminology used must comply with state standards and other regulatory documents and, if necessary, be agreed with the customer. Eighth, the unity of terminology must be observed in the translated text. Ninth, omissions, spelling and syntactical errors are not allowed in the translation. And, tenth, the rules of editorial and publishing design must be observed in the translated text *(Antonyuk, 2017: 117-118).*

Thus, the problems of technical translation as a type of translation of special literature are quite broad covering difficulties and problems both with the text itself (lexical, grammatical, stylistic) and with the conditions and results of the translator's work. Based on the problems that translators may face researchers of technical literature translation formulate a number of requirements for both technical translators and the result of their work. Such studies are extremely important especially considering the prospects for the development of technical translation which we will be considered in the next paragraph.

4. Prospects for the technical translation development

Not only translators but also those who are engaged in their training should take into account the prospects for the development of technical translation, the demand for it and specialists in this field. It is necessary to realize that the better prepared the translator is, both theoretically and practically, the better he understands the field of technology in which he will translate the higher the quality of the result of their work which, undoubtedly, is extremely important for their employers. In general, we can state that the training of translators of technical texts is not effective enough. Translators often encounter technical literature translations in practice and there are actually no institutions that teach technical translation. The question immediately arises as to who, in such a case, is engaged in the technical literature translation. In fact, they are performed by people who do not necessarily have any technical education but speak a foreign language well. Sometimes this is also done by people with a basic technical education and often with a little knowledge of a foreign language. The problems of such translations were discussed in more detail in the previous paragraph.

It can be noted that the main specialization of a higher educational institution which also has a "Translation" major affects the kind of translations performed there. For example, there is a greater probability that in an economic university, considerable attention is devoted to the translation of economic literature, in a legal university the deal, accordingly, with legal literature translations. At the same time, the absence of higher educational institutions that would specialize in technical translation which would be the main specialization of the university, and not a separate department, is especially noticeable. Presumably, such institutions would be divided into sections or departments each of which would be engaged in the technical translators training in a certain field of technology. In this way it would be possible to cover the main technology fields the literature in which specialists in this field most often have to translate and the training of technical translators would become much more effective.

It is possible to organize the training of technical literature translators in a slightly different way. For example, the creation of an inter-university association would be effective. Thus, specialists in technical fields could give lectures or courses in their speciality to those who are going to devote themselves to the translation of this kind of technical literature in future. It would also contribute to the technical translations execution level increase.

It is possible to improve the training of technical translators even without creating such associations or specialized educational institutions. It would be recommended to introduce subjects or courses aimed at developing the skills and competencies necessary for the work of a technical translator into the educational curriculum. This may include, in particular, courses for a more detailed study of a particular technology field, basic concepts, terms and processes. Also, for better translation (in any field) editing course is extremely necessary. A good option is to conduct a certain internship of a translator at a production site in order to familiarize himself with all the processes that take place there.

Thus, it can be concluded that technical translation is still not sufficiently developed today and numerous perspectives are open to researchers of this type of special literature translation. In many respects, these perspectives may also be applied to the future specialists technical literature translation training. We will consider the profession of technical literature translator in more detailed way in our future research.

5. Conclusions

The technical translation itself can be attributed to a special translation - the translation of materials related to some field of knowledge with its own terminological nomenclature. Constant development of new technologies, development of cooperation between companies led to the fact that this service has become a part of our lives. The emergence of technical translation as a separate type of translation with its own characteristics and problems is associated with the beginning of the industrial revolution, which brought mankind a large number of inventions and scientific and technical achievements.

The technical literature includes actual scientific and technical literature (monographs, collections, articles devoted to various problems of technical sciences); scientific and popular literature from various fields of technology; technical (standards, passports, forms, technical descriptions, operation and repair instructions, technical tasks) and shipping (waybills, packing slips, licenses, certificates, customs declarations) documentation; technical advertising materials (brochures, prospectuses, booklets, company catalogs).

It is possible to organize the training of technical literature translators in a slightly different way. For example, the creation of an inter-university association would be effective. Thus, specialists in technical fields could give lectures or courses in their speciality to those who are going to devote themselves to the translation of this kind of technical literature in future. It would also contribute to the technical translations execution level increase.

Thus, it can be concluded that technical translation is still not sufficiently developed today and numerous perspectives are open to researchers of this type of special literature translation. In many respects, these perspectives may also be applied to the future specialists technical literature translation training. We will consider the profession training of technical literature translator in more detailed way in our future research.

References

1. Antonyuk N.M. (2017) English Professional and Culturally-linked Terminology: Translation Aspects : navch. posib. [study guide].
2. Bilozers'ka L.P., Voznenko N.V., Radets'ka S.V. (2010) Terminolohiya ta pereklad. Navch. posibnyk dlya studentiv filolohichnoho napryamu pidhotovky. [Terminology and translation. Educational guide for students of the philological field of study]. [in Ukrainian]
3. Vlasenko H. M. (2009) Naukovo-tekhnichnyy pereklad: 10 klas. [Scientific and technical translation: 10th grade]. [in Ukrainian]
4. Karaban V.I. (2018) Pereklad anhliys'koyi naukovoyi i tekhnichnoyi literatury. Hramatychni trudnoshchi, leksychni, terminolohichni ta zhanrovo-stylistychni problemy. [Translation of English scientific and technical literature. Grammatical difficulties, lexical, terminological and genre-stylistic problems]. [in Ukrainian]
5. Skrebkova-Pabat M.A. (2012) Tekhnichnyy pereklad: elementy teoriyi ta praktyky [navchal'nyy posibnyk]. [Technical translation: elements of theory and practice [study guide]. [in Ukrainian]
6. Pastukhova S. E. (2011) Kohnytyvnye aspekty perevoda nauchno-tekhnycheskoho teksta. [Cognitive aspects of translation of scientific and technical text]. [in Ukrainian]
7. Pohyba L. H., Hrybinychenko T.O., Holichenko L.M. (2011) Ukrayins'ka mova fakhovoho spryamuvannya. Pidruchnyk. [Ukrainian language of specialization. Textbook.]. [in Ukrainian]
8. Slavova L. L. (2016) Linhvokul'turolohichni osnovy perekladu : navch.-metod. posib. [Linguistic and cultural foundations of translation: educational method. manual]. [in Ukrainian]

RIDING THE BULL AND THE BEAR: A METAPHOR ANALYSIS OF TESLA'S STOCK VOLATILITY IN BUSINESS MEDIA DISCOURSE

Olexii Dovbnya

Postgraduate Student at Department of Translation,
Kremenchuk Mykhailo Ostrohradskyi National University, Ukraine
e-mail: amorris41@yahoo.com, orcid.org/0000-0002-8720-5986

Summary

The main aim of the study is to explore the use of conceptual metaphors in the business media discourse surrounding the volatility of the Tesla stock. The theoretical framework of Lakoff and Johnson's conceptual metaphor theory serves as the foundation of the study, helping us to identify a variety of metaphorical constructs that journalists use to describe Tesla's stock movements. The analysis uncovers a diverse set of metaphorical narratives - "roller coaster," "rocket," "tidal wave," "bubble," "wild beast," "mountain range," "seesaw," and others. These metaphors are grouped into different categories that contribute unique shades of meaning to the discourse on Tesla's stock volatility. The metaphors collectively paint a vivid picture of high-risk, high-reward investing that is intertwined with themes of excitement, unpredictability, and the need for strategic decision-making. The means of verbalization for various metaphors are also explored as they provide a rich linguistic inventory for each metaphorical construct. This metaphorical analysis reveals not only the diverse narrative strategies employed by the business media but also offers insights into how these metaphors shape public perception and investor sentiment towards Tesla's stock volatility. The implications of these findings extend beyond Tesla. The findings contribute to the general understanding of business media discourse and the influential role of metaphor in shaping the coverage of complex economic phenomena.

Key words: Lakoff and Johnson's metaphor theory, means of verbalization, public perception, the coverage of economic phenomena, investor sentiment.

1. Introduction

The narrative surrounding Tesla's stock has become a subject of immense interest among investors, economic analysts, journalists and even the general public. As a pioneer in the electric vehicle industry and clean energy technologies, Tesla has consistently been at the forefront of market shifts and public attention. Its highly volatile stock behavior has spurred a myriad of news reports that are colored with metaphoric language aimed at capturing its dynamism and unpredictability. This explains the interest in the subject from the perspective of linguists.

Conceptual metaphor theory, as initially proposed by George Lakoff and Mark Johnson, forms the backbone of our theoretical framework. According to their landmark work, "Metaphors We Live By", metaphors are not just ornamental rhetorical devices, but rather, they form the basis of thought and communication *(Lakoff, Johnson, 1980)*. They argue that our conceptual system is fundamentally metaphorical in nature, suggesting that the way people think, act, and communicate is significantly influenced by the metaphors people unconsciously adopt.

This study sits at the intersection of metaphor theory and business discourse analysis. Extant literature in business media discourse often highlights the prevalence of metaphors in

describing economic activities *(Henderson, 1982; McCloskey, 1995)*. This is particularly true in the context of stock market volatility, where abstract and complex financial phenomena need to be communicated in a relatable and understandable manner. Metaphors, thus, act as a bridging mechanism, allowing lay audiences (i.e. ordinary readers) to grasp complex financial concepts by relating them to more tangible and familiar experiences.

The significance of metaphor analysis extends beyond mere identification and interpretation. According to various linguists, metaphors in discourse not only reflect existing societal values and beliefs but can also shape and influence public opinion and behavior *(Charteris-Black, 2004; Cameron, 2003; Musolff, 2004; Semino, 2016)*. This is particularly relevant in the context of business media's coverage of Tesla's stock volatility. The metaphors employed by journalists not only mirror prevailing market sentiment but can also potentially sway investor decisions and market trends.

Therefore, a two-pronged approach is employed in this analysis. Initially, the dominant metaphors used in the discourse surrounding Tesla's stock volatility are identified based on the means of verbalizaton. Means of verbalization in conceptual metaphors refer to the specific language, words, phrases, idioms, and expressions used to convey or articulate the metaphorical concept. This includes specific verbs, nouns, adjectives, and other linguistic elements that help communicate the metaphorical comparison.

Following this, these metaphors are analyzed within their broader narrative context to comprehend the narratives they weave about Tesla's stock, and to infer their possible impact on shaping investor sentiment and behavior.

This study aims to add to the current body of research on business media discourse analysis, with a particular emphasis on the portrayal of stock market volatility. The goal is to enhance the understanding of the role metaphors play within this specific context of business media discourse. By analyzing the metaphors used to describe Tesla's stock volatility, the study aims to unveil the intricate relationship between metaphorical language, public perception, and financial decision-making.

2. Metaphor grouping

As we dive into the metaphorical language used to describe the volatility of Tesla's stock in business media discourse, it is crucial to first touch upon some foundational concepts in this business news environment. Namely, the terms "bullish" and "bearish" and their metaphorical significance, which provide a robust scaffolding for understanding the various metaphors applied to Tesla's stock dynamics.

At their core, bullishness and bearishness are metaphorical in nature. The terms originate from the behavior of the two animals they represent: a bull and a bear. A bull attacks by thrusting its horns upward, representing rising prices. Hence the term "bullish" for positive market sentiment. Conversely, a bear attacks by swiping its paws downward, symbolizing falling prices, which led to the term "bearish" for negative market sentiment. Another theory suggests that terms "bull" and "bear" markets possibly originated from 18th-century London exchange markets, where brokers known as "bears" sold assets they did not yet own (akin to short selling), with the term "bull" being introduced later as an opposite term for investment strategies.

Our analysis of business media discourse revealed a diverse range of metaphorical expressions that vividly illustrate Tesla's stock volatility and investor sentiment. These metaphors can be broadly grouped into four categories, each offering unique insights into the cognitive process of perceiving and interpreting the stock's performance. The metaphor categories

used here reflect key cognitive and emotional aspects of the experience of trading Tesla's stock. The metaphors were grouped based on their cognitive and emotional implications into four broad categories: short-term trading metaphors, uncertainty perception/risk assessment metaphors, long-term potential/endurance metaphors, and investor confidence/fragility metaphors.

• **Short-term trading metaphors:** Metaphors in this group reflect the high-octane, immediate, and reactionary nature of short-term trading, particularly relevant for a highly reactive stock like Tesla's. They might portray the Tesla stock as a rocket or a seesaw with constant ups and downs.

• **Uncertainty perception/risk assessment metaphors:** These metaphors encapsulate the inherent unpredictability and risk involved in trading Tesla's stock, which is known for its drastic swings. They might conceptualize trading Tesla's stock as dealing with a wild animal, gambling in a casino or navigating stormy weather, underlining the perception of the stock market as a venture full of uncertainty and high stakes.

• **Long-term potential/endurance metaphors:** Metaphors in this group highlight the strategic, long-term aspect of investing in Tesla, a company seen by many as having significant potential for future growth. They might represent investing in Tesla as limbing a mountain, emphasizing the idea of patience, nurturing, and long-term vision for eventual growth.

• **Investor confidence/fragility metaphors:** These metaphors illuminate the psychological aspects of investing in Tesla, particularly how investor confidence can fluctuate with Tesla's erratic stock performance. They might depict investing in Tesla as a bubble or a walk on thin ice, capturing the the sense of precariousness often experienced by Tesla's investors.

Each metaphor group offers unique insights into different facets of the experience of trading Tesla's stock. By categorizing the metaphors, it is possible to understand how these metaphorical expressions interact and contribute to the overall narrative surrounding Tesla's stock in business media outlets.

2.1. Short-term trading metaphors

Short-term trading metaphors capture the sentiment of traders looking to exploit the stock's short-term volatility. Metaphors like "TESLA'S STOCK IS A ROLLER COASTER" illustrate the frequent shifts in the stock price, which create buy-and-sell opportunities for short-term traders.

This specific metaphor is often employed to depict the thrilling highs and sudden lows in Tesla's stock price. The metaphor emphasises the stock's unpredictability and the emotional ride for investors.

Means of verbalization: **verbs:** *climb, plunge, drop, rise, fall, accelerate, decelerate;* **nouns:** *ride, thrill, peak, trough, track, loop;* **adjectives:** *fast, slow, thrilling, terrifying, steep, sudden;* **idioms or phrases:** *on a roller coaster ride, full of ups and downs, a wild ride*

*Tesla Stock **Went on a Wild Ride** This Year* (Barron's, December 2019)

*Elon said what? See some of Tesla stock's biggest **ups and downs** over the past 5 years* (MarketWatch, June 2022)

By likening Tesla's stock to a *roller coaster*, the metaphor implicitly frames the experience of investing in Tesla as thrilling yet potentially unsettling. This metaphor might therefore evoke feelings of exhilaration (but also anxiety) among potential investors. For those with a high risk tolerance, the metaphor could stimulate interest, portraying investing in Tesla as a captivating adventure. The roller coaster metaphor might prompt a short-term trading mindset, rather than a long-term investment perspective. Roller coasters, after all, are about quick, adrenaline-filled rides rather than long, steady journeys.

The *roller coaster* metaphor effectively communicates the idea of volatility, but it might inadvertently reduce the intricate factors influencing Tesla's stock movements to mere 'thrills and spills.' The emotional emphasis inherent in this metaphor could also distort rational decision-making. Investors might be swayed more by the fear of sudden 'drops' or the greed of immediate 'climbs.'

The **TESLA'S STOCK IS A ROCKET** metaphor also underscores the potential for rapid, stratospheric growth in Tesla's stock price. It also conveys the risk associated with such sudden ascents, hinting at the danger of equally fast declines.

Means of verbalization: ***verbs:*** *launch, soar, ascend, descend, propel, explode, crash;* ***nouns:*** *liftoff, orbit, space, launchpad, fuel*; ***adjectives:*** *sky-high, fiery, explosive, rapid, powerful*; ***idioms or phrases:*** *sky's the limit, blast off, rocketing up, crash and burn*

Tesla stock ***soars*** *as analysts say latest results may quiet the bears for now* (Market Watch, January 2023)

As of early January, Tesla's ***liftoff*** *has made founder and CEO Elon Musk the world's richest person, boasting a net worth of $195 billion* (Fortune, January 2021)

Tesla Stock Has a ***Sky-High*** *Valuation. Here's the Math That Makes It Work* (Barron's, October 2021)

When Tesla's stock is compared to a rocket, it conveys a sense of impressive, fast-paced growth. This could foster an optimistic view of the stock's potential, painting a picture of high returns and encouraging investors to join what appears to be an unstoppable ascent. However, this metaphor also carries an implicit risk: the potential for a crash. Rockets, while powerful, carry with them the danger of catastrophic failure if something goes wrong. One negative implication of the *rocket* metaphor could be the potential for the creation of a speculative mania. If too many investors buy into the stock solely because of the *rocket* narrative without understanding the company's fundamentals, this could inflate the stock price beyond its intrinsic value.

The *seesaw* metaphor portrays the alternating up-and-down movement of Tesla's stock price. It emphasizes the constant state of balance and imbalance in the stock's valuation.

Means of verbalization: ***verbs:*** *tilt, sway, balance, teeter, wobble, flip;* ***nouns:*** *balance, pivot, fulcrum, upswing, downswing*; ***adjectives:*** *unstable, balanced, unbalanced, tipping, swaying*; ***idioms or phrases:*** *seesaw battle, in a state of flux, back and forth*.

Tesla stock ***teeters*** *near under-$150 mark as Elon Musk promises 'benefit' from Twitter ownership* (Market Watch, December 2022)

Tesla Stock ***Wobbles*** *After Musk Comments* (Investors.com, December 2022)

The seesaw, a common playground fixture, signifies a simple, repetitive pattern of up and down movements. By equating Tesla's stock with a seesaw, the metaphor paints the stock's volatility as a predictable pattern of rises and falls, emphasizing the cyclical nature of its movements. This could instil in potential investors a sense that the stock's movements, while volatile, are recurrent and hence, somewhat predictable.

At the same time, a seesaw is a game usually played by two opposing sides, possibly implying that the stock's movements are largely driven by competing forces in the market. This can be interpreted as the continual tussle between bullish and bearish investors.

2.2. Uncertainty perception/risk assessment metaphors

Uncertainty perception/risk assessment metaphors encapsulate the ambiguity and unpredictability inherent in stock market participation. For example, the "TESLA'S STOCK IS A WILD BEAST" metaphor utilizes various means of verbalization to express the nature of the stock's performance. Here are some examples:

Means of verbalization: verbs: *roar, pounce, rampage, hibernate*; ***nouns:*** *beast, prey;* ***adjectives:*** *wild, fierce, untamed.*

Tesla Inc (TSLA) Stock **Roars** *Higher on Revenue Beat (Yahoo News, August 2018)*

One could even say, in an homage to Oakland Raiders running back Marshawn Lynch, who plays not far from Tesla's Palo Alto headquarters, that **the stock has gone "beast mode".** (CNN Business, September 2018)

The "wild beast" metaphor emphasizes the element of raw, untamed power and unpredictability. While a rollercoaster also represents unpredictability, it is fundamentally a human-made, controlled thrill ride with safety mechanisms. A wild beast, on the other hand, represents a force of nature, uncontrolled and potentially dangerous.

Such metaphors emphasize the perception of the stock's volatility as a source of potential risk. They illustrate the dangers that could be lurking in a volatile market, such as "TESLA'S STOCK IS A TIDAL WAVE", which suggests the unpredictability and potential for sudden significant losses. highlights the potential risks associated with the stock's powerful and sudden price movements, much like the potential destruction a tidal wave can bring.

This metaphor highlights the immense force and potential impact of changes in Tesla's stock price. It implies both the potential for growth and the risks of sharp declines.

Means of verbalization: verbs: *surge, crash, recede, swell, crest, flood;* ***nouns:*** *tide, ocean, sea, surf, current, undertow;* ***adjectives:*** *powerful, tidal, surging, receding, crashing;* ***idioms or phrases:*** *caught in the undertow, riding the wave, make waves, undercurrent of change*

Tidal waves, or tsunamis, are massive sea waves caused by underwater disturbances. They represent powerful, irresistible forces of nature that are often associated with overwhelming impact and profound change. However, tidal waves also carry connotations of unpredictability and destructive potential. While they can be awe-inspiring, they are often feared for their capacity to cause devastation.

'Ride the wave' *in Tesla as stock climbs on $780 price target from Goldman Sachs, trader says* (CNBC, December 2020)

Tesla **'green tidal wave'** *to send stock to $1000* (Fox Business, April 2021)

In the context of risk assessment, the metaphor underscores the need for caution due to the stock's volatility and the potential for drastic changes in price. This can serve as a reminder for investors to consider the potential risks involved and prepare for multiple possible outcomes.

Other examples of metaphors from that category might include TESLA'S STOCK IS A WILD CARD, TESLA'S STOCK IS A ROLL OF THE DICE, and TESLA'S STOCK IS A CRYSTAL BALL. These metaphors depict Tesla's stock as an entity full of chance and ambiguity, echoing the volatile nature of its market performance. In the case of a *wild card*, unpredictability is paramount, just like Tesla's stock value, which can sway in any direction, disrupting market expectations. The *roll of the dice* metaphor further underscores the element of chance, emphasizing that investing in Tesla's stock can be like a gamble, where outcomes are unsure, and massive gains or losses can occur unexpectedly. Lastly, the *crystal ball* metaphor underlines the speculative nature of forecasting Tesla's stock performance. Much like looking into a crystal ball for uncertain future predictions, assessing Tesla's stock involves making speculative guesses based on available but often complex and changing data. Collectively, these metaphors paint a picture of Tesla's stock as an inherently risky venture that requires careful risk-assessment and is subject to change and fluctuation in ways that can be challenging to predict with certainty.

2.3. Long-term potential/ endurance metaphors

This group of metaphors represents the perspective of investors who are committed for the long haul, regardless of interim price fluctuations. An example is "TESLA'S STOCK IS A MOUNTAIN CLIMB", symbolizing the endurance and patience required for long-term investing amid high volatility.

The metaphor "TESLA'S STOCK IS A SERIES OF CLIMBING EXPEDITIONS" conveys a unique perspective on the stock's volatility and behavior. A mountain range provides a powerful visual representation of the stock's performance, illustrating the peaks (highs) and valleys (lows) in its price over time. A mountain range metaphor also conveys a sense of permanence and a long-term perspective. Mountains have been around for millions of years and will continue to exist long into the future. Similarly, this metaphor might encourage investors to adopt a long-term perspective when investing in Tesla's stock, focusing less on short-term volatility and more on the company's long-term prospects. Just like climbing a mountain, the journey of investing in Tesla's stock is marked by both progress (growth) and setbacks (price drops). This metaphor might influence investors to expect and accept these fluctuations as a natural part of their investment journey.

Means of verbalization:* verbs:** *ascend, climb, descend, reach, soar, tumble, plateau*; **nouns:** *peak, valley, summit, base, elevation, slope*; ***idioms or phrases: *reach the summit, a steep climb, scaling new heights, hitting rock bottom*.

'Greater fool' theory powers Tesla shares' **ascent** (The Nikkei, July 2020)

Tesla Stock **Climbs** *After Musk Hints at New Models* (The Wall Street Journal, May 2023)

While the prospect of reaching the mountain's summit (or a high stock price) can be exciting, the act of climbing (or investing in a rising stock) is fraught with risk. The use of 'ascent' subtly introduces this element of risk and uncertainty in the stock's performance, potentially influencing investor sentiment. If a stock is ascending like a climber up a mountain, then investors might infer there's a summit or peak, i.e., a point where the stock might stop climbing and potentially begin to descend. This could shape expectations about the stock's future performance and potentially foster speculation about when the stock will reach its peak and what will happen thereafter.

There are also other examples of metaphors that focus on the long-term trading strategy such as TESLA'S STOCK IS A MARATHON and TESLA'S STOCK IS A JOURNEY.

2.4. Investor confidence/fragility metaphors

These metaphors capture the level of investor confidence or scepticism in the stock's potential and performance.

In business media discourse, a "bubble" refers to a situation where the price of an asset inflates rapidly, exceeding its true value, only to burst eventually, causing a significant price drop. When Tesla's stock is portrayed as a bubble, it suggests an inflated value, potentially based more on speculative trading and investor hype rather than on the company's fundamental financial performance.

Means of verbalization:* verbs:** *inflate, burst, expand, pop, grow;* **nouns:** *bubble, burst, inflation, pop, surface tension*; ***adjectives: *inflated, fragile*; ***idioms or phrases:*** *on the verge of bursting, growing a bubble, bubble has popped, inflated beyond its worth*.

This metaphor can trigger caution among potential investors, who might worry about the risk of being caught in the burst of the bubble. It could dissuade them from investing due to the perceived high risk of significant financial loss.

*Tesla Stock: The Asset **Bubble Is Bursting*** (Seeking Alpha, January 2023)

This metaphor conveys the idea that the stock's price is inflated beyond its intrinsic value, similar to a bubble, and is now bursting. The use of "bursting" suggests that a significant drop in Tesla's stock price is either occurring or imminent. Bubbles, by their nature, don't deflate slowly. When they burst, the downfall is abrupt and significant. Therefore, this metaphor indicates a rapid and severe correction of Tesla's stock price.

The "bubble" metaphor can also impact market behavior by increasing the scrutiny on Tesla's financial health and market performance. Investors, financial analysts, and regulators might demand greater transparency and more rigorous financial reporting from the company, seeking assurance that the company's stock value is justified.

The "bubble" metaphor could potentially tarnish Tesla's reputation over the long term. The implication that the company's stock value is inflated and not backed by solid financial performance could harm public trust in the company and its management.

Lastly, this metaphor simplifies a complex market scenario into a single, linear narrative: rapid inflation followed by an inevitable crash. This oversimplification might overshadow the multifaceted factors that influence Tesla's stock value.

The bursting of a bubble often signals a shift in market sentiment. What was once overly optimistic or even euphoric investor sentiment might now be turning more pessimistic or cautious.

The TESLA STOCK IS A HOUSE OF CARDS could also be used to depict the fragility of the Tesla stock. In this metaphor, Tesla's stock is described as a "house of cards", suggesting it's built on a weak foundation or it's vulnerable to sudden collapse. This metaphor might be used to convey a negative investor sentiment, implying that the stock's high value is unsustainable, potentially overvalued, and could significantly drop with even a small shift in market dynamics. It characterizes the stock as fraught with risk, mirroring the precariousness of a literal house of cards, which can easily fall with the slightest disturbance.

The TESLA STOCK IS THIN ICE metaphor in the headline below compares the risky behavior of investing in Tesla to the dangerous act of skating on ice that is too thin to hold one's weight, suggesting a potential sudden collapse or crash.

*Tesla Investors Are **Skating On Thin Ice*** (Seeking Alpha, October 2022)

The TESLA STOCK IS A TIGHTROPE metaphor likens the uncertainty and potential volatility of Tesla's stock to the perilous act of walking a tightrope. Just as a tightrope walker must carefully balance every step to avoid a fatal fall, the metaphor implies that those investing in or managing Tesla's stock must tread with utmost care, as any misstep could lead to substantial financial losses.

Means of verbalization: **verbs:** *balance, wobble, fall;* **nouns:** *tightrope, walker, fall;* **adjectives:** *precarious, unstable*; **idioms or phrases:** *walking a tightrope, a fall waiting to happen, teetering on the edge*.

*Deal-Hungry Investment Bankers **Walk Tesla Tightrope*** (Business Insider, August 2018)

The metaphor creates an imagery of the precarious situation investment bankers find themselves in with respect to dealing with Tesla. The metaphor conflates the high-risk environment of deal-making with Tesla to the dangerous act of walking a tightrope. In this metaphor, the 'tightrope' represents the thin line between success (making a beneficial deal with Tesla) and failure (making a poor deal or no deal at all), emphasizing the fragility of the investment bankers' situation.

3. Conclusions

This study has revealed how metaphors powerfully shape people's understanding of financial volatility in the case of Tesla's stock. The analysis shows that these metaphors, together, weave a dynamic and multifaceted narrative that both reflects and shapes the public perception and investor behavior surrounding Tesla.

Through the metaphors of the 'roller coaster,' 'wild beast,' 'seesaw,' and 'tidal wave,' the stock is portrayed as erratic and unpredictable, signaling a risky investment. Yet, it's this very volatility that the 'rocket' metaphor capitalizes on, communicating the potential for extraordinary returns for those with a high-risk tolerance. The 'bubble' metaphor provides a cautionary tale, reminding investors of the perils of a hype-driven market and overvaluation. Lastly, the 'mountain range' metaphor invites a broader, long-term view, suggesting that fluctuations are part of the investment journey, with peaks following valleys and vice versa.

These metaphors not only reflect but also construct the narrative of Tesla's stock. They play a vital role in shaping investor sentiment, informing investment decisions, and potentially influencing market dynamics. The metaphors also color the public's perception of Tesla as a company, associating it with a mix of risk, innovation, unpredictability, and aggressive growth.

In conclusion, our metaphoric analysis underscores the powerful role of language in shaping perceptions and behaviors in the financial market. The study demonstrates that metaphorical narratives in business discourse are not merely descriptive but also prescriptive, framing our understanding of financial volatility and guiding our responses to it. As such, these findings underscore the need for a nuanced understanding of metaphorical language in business media discourse, given its potential impact on investor behavior and market dynamics.

References

1. Cameron, L. (2003). Metaphor in Educational Discourse. Continuum.
2. Charteris-Black, J. (2004). Corpus Approaches to Critical Metaphor Analysis. Palgrave Macmillan.
3. Henderson, W. (1982). Metaphor in Economics. Economics, 18(2), 147–157.
4. Lakoff, G., & Johnson, M. (1980). Metaphors We Live By. The University of Chicago Press.
5. McCloskey, D. N. (1995). Metaphors Economists Live By. Social Research, 62(2), 215–237.
6. Musolff, A. (2004). Metaphor and Political Discourse: Analogical Reasoning in Debates about Europe. Palgrave Macmillan.
7. Semino, E. (2016). Metaphor in Discourse. Cambridge University Press.

TERMINOLOGICAL APPARATUS OF DESIGN RESEARCHES OF CONSULTING ACTIVITIES IN HIGHER EDUCATION

Vira Drahunova

Ph.D., Associate Professor at the Department of Education Management and Law,
Central Institute of Postgraduate Education "University of Education Management"
of the National Academy of Pedagogical Sciences of Ukraine, Ukraine
e-mail: dragunowa.v@ukr.net, orcid.org/0000-0002-5074-5583

Summary

The article reveals the issues of designing consulting activities in a higher education institution and describes the features of providing consulting services in conditions of uncertainty. An analysis of the theoretical foundations and classification identification of the design of consulting activities in a higher education institution is carried out. The essence and conceptual and terminological apparatus of the researched topic are highlighted. The content of the concepts "consulting", "consulting activity", "management consulting" are considered. Attention is focused on the conditions of uncertainty of our state, which today drive the economy, science, culture, education, industry and determine the development of educational consulting. The rapid growth of consulting services is emphasized, which determines the development of consulting activities, which precedes significant losses caused by mistakes made by managers in management activities, etc. The scope of consulting activities in the higher education system of Ukraine has expanded from professional training to solving problems in educational institution management, labor relations, service in state authorities, social security, etc. The article highlights the specifics of consulting, discloses the features of management consulting in modern educational activities, and highlights the features of providing consulting services to the participants of the educational process. The issues of the essence of the consulting function, which is based on providing assistance to education managers, analysis, development, provision and monitoring of the effectiveness of the implementation of the requested positions, are revealed. The main functions of consulting in institutions of higher education are highlighted. Arguments for the effectiveness of cooperation between consulting companies and institutions of higher education are presented. Emphasis is placed on legal support of educational activities, scientific and methodical support of the educational process, and management consulting. Large-scale transformations in all spheres of human life are outlined, which enable higher education institutions to effectively adapt to the conditions of a changing external environment using consulting activities in the education system, based on the need to use professionalism and deeper experience of professional managers of higher education institutions. Difficulties and contradictions inherent in the formation of an informational and advisory environment of an educational institution and the implementation of management consulting in a higher education institution are considered.

Key words: consulting, consulting activities, consulting functions, educational industry, higher education institutions, management, education managers.

1. Introduction

The sphere of education of Ukraine is at the stage of radical and large-scale changes related to the current conditions, integration into the European and world space, modernization of state support for education, the emergence of new opportunities for the development and provision of educational services, an increase in relevant risks and the commercialization of education. In the conditions of uncertainty, frequent changes in legislation are observed, especially in terms of the relevance of the functioning of the higher education institution, competition in the labor market, anti-crisis management, and ensuring the provision of quality educational services. It should be noted that the division of the management process as the main field of activity of the educational institution and consulting as an additional one is an objective necessity. Institutions of higher education occupy one of the largest niches of educational consulting, expert activity and consulting in the field of fundamental research and innovative development. Systematic integration of scientific knowledge, management needs and public interests, whose adequate and rational use is recognized as a prerequisite for the effective functioning of a higher education institution based on project activity, is recognized as an effective way of optimizing the management activities of a higher education institution.

2. Conceptual and terminological apparatus for the study of consulting activity in a higher education institution

The state of life of institutions of higher education is characterized by constant updating of content, forms, methods, adaptation and transformation of participants in the educational process to work in conditions of uncertainty. For the productive development and functioning of the institution of higher education in the given conditions, a reorientation of the management model to a more adaptive, innovative one is necessary.

The innovative management model is based on the design of the consulting activity of the manager of the educational institution. In particular, the issue of the formed concept of consulting activities requires separate attention.

In the "Great Interpretive Dictionary of the Modern Ukrainian Language" the following definition of consulting is given – consulting services, consulting activities *(Busel, 2001)*. In the economic encyclopedia, consulting is interpreted as the activity of specialized companies to provide intellectual services to manufacturers, sellers, and buyers (advice and recommendations) on various issues of production activity, finance, foreign economic activity, creation and registration of firms, research and forecasting of the markets for goods and services, development of business projects, marketing programs, innovative activities, finding ways out of crisis situations, preparing statutory documents in case of creation of new enterprises and organizations, etc. *(Mocherny, 2000)*.

In his work, M. Bezkorovainy notes that consulting is defined as a complex of knowledge that enables the support of scientific research, research, setting up experiments and experiments organized for the purpose of expanding existing and obtaining new knowledge, scientific substantiation of various projects, verification of scientific hypotheses, establishment of regularities and construction scientific generalizations, which is carried out for the purpose of successful development of the organization *(Bezkrovnyi, 2015)*.

According to the definition of L. Dashutina, consulting is the activity of advising managers, managers on a wide range of issues in the field of financial, commercial, legal, technological, technical, expert activities *(Dashutina, 2020)*.

Based on the analysis of the approaches of different authors to the interpretation of the concept of "consulting", it can be concluded that there is no ambiguity in the understanding of the essence and content of the single concept. As for the problems and prospects of the development of consulting in Ukraine, this issue has not yet been sufficiently considered.

The main goal of consulting is to help, for example, in formulating a real goal of activity, or in achieving defined goals and solving set tasks, etc.

On the basis of the analysis of scientific sources and taking into account the above, consulting is proposed to be understood as activities carried out by professional consultants and aimed at serving the needs of managers in consultations, training, and research on the problems of their functioning and the development of the educational institution.

3. Theoretical foundations and classification identification of the design of consulting activities in a higher education institution

Many Ukrainian and foreign works are dedicated to the study of theoretical and practical aspects of the development of consulting, as well as the effectiveness of consulting services. Thus, among Ukrainian scientists, it is appropriate to single out L. Antonyuk, M. Bortnikova, O. Brintseva, V. Verba, I. Gontareva, V. Hrytsenko, V. Davydenko, H. Yelnikova, O. Karpenko, S. Kozachenko, A. Kononyuk , V. Korostelova, V. Kremenya, O. Marchenko, T. Reshetnyak, T. Rybakov, Z. Ryabov, L. Skrypnyk, N. Surzhenka, V. Khomenko and many others. Among the foreign researchers, M. Alvesson, E. Beich, T. Ambuster, B. Kornow, J. Poor, A. Sturdy, F. Stille, F. Wickham and others should be singled out.

The theoretical and methodological foundations of the use and expediency of the implementation of consulting activities in the field of higher education are substantiated in the works of Ya. Bolyubash, I. Bratyzenk, T. Vlasyuk, V. Verba, A. Harmash, I. Hryshchenko, L. Dovgan, S. Korzhyk, V. Kremen, A. Kuharchuk, V. Lypov, D. Makatory, O. Okhrimenko, Z. Ryabova, V. Ponomarenko, V. Khomenko and others.

However, despite a significant number of works devoted to the research of consulting services, most of them are focused on efficiency from the point of view of consulting interaction, and the issue of evaluating the effectiveness of designing consulting activities from the point of view of the educational sector has remained practically unsolved, in particular, for institutions of higher education.

4. Methodological bases of designing consulting activities in institutions of higher education in conditions of uncertainty

The main goal of consulting activities in general and educational activities in particular is to help the management system (for example, a higher education institution) to identify problematic moments in the life of the institution that interfere with the achievement of defined goals and the resolution of set tasks. The described aspects determine the use of educational consulting in order to ensure the effectiveness and productivity of the life activities of the educational institution and to promote the quality of the provision of educational services *(Ryabova, 2022).*

Important for our research is the analysis of professional literature regarding the concept of "consulting activity", which is characteristic of different spheres of life, has a complex and multidimensional character, depends on the absence of implementation activity, is influenced by external and internal environmental conditions.

It is believed that consulting activity can include those circumstances that are created in the management process and should ensure its most effective course.

Differences in approaches observed in the scientific literature cause certain difficulties in the interpretation of this term. Taking into account the content characteristics of the concept of consulting activity, we will highlight its main categorical features. The method of content analysis turned out to be the most appropriate for this purpose. We analyzed the definition of the concept in 30 sources.

Consulting services, which are characterized by management consulting on any issues at the local or global levels and include the construction of development strategies and the implementation of innovations. Consulting services also play a significant role in the field of education, which is due to its reformation as a result of the transition of countries to a market economy, the cultivation of new opportunities for the development of educational services and the increase of modern requirements for educational institutions and persons who receive education.

The relevance of consulting for higher education is determined by the multifaceted functions it performs. Contrary to the term "consulting", quite often, in practice, the term "management consulting" is used. The leading idea of consulting is to make a managerial decision with the help of professional consultants. Most education managers, combining administrative and scientific functions, do not have sufficient experience and modern professional knowledge in the field of management and administration. At the same time, a significant part of the management staff of higher education institutions lacks the economic justification of management decisions, which, in combination with the implementation of the educational process, affects the quality and content of the effective management of a modern educational institution.

The developed author's approach allows you to consider consulting taking into account four aspects: scientific, conceptual, adaptive, systemic, technological. In our opinion, consulting is a conceptual system of designing adaptive management activities in an institution of higher education, which is presented in the form of consulting services for solving problems of management, development and functioning of the educational structure, etc. It is appropriate to distinguish between the concepts of consulting services and consulting activity, substantiating the latter as an element for designing management activities by the manager of an educational institution.

As for the design of consulting activities in education, it is worth simulating the features that are determined by the specifics of the education system. Separate educational structures provide consulting services of various nature, both to individuals and to population groups. However, educational institutions and employees of the education system are potential consumers of consulting services in the field of professional self-improvement and personal development, resource provision of the educational process and scientific developments and research, positioning in the market of educational services *(Khomenko, 2020)*.

Using the methods of analysis, comparison and abstraction of the practice of consulting activity, educational structures engaged in consulting can include: higher education institutions, scientific and educational centers, agencies, etc. These institutions provide the following types of consulting services:

– assistance in developing strategies for the development of schools, colleges, institutions of higher education through the prism of corporate and individual group counseling or training;

– implementation of innovative developments in the field of education of children and adults under the conditions of state and contractual orders;

– carrying out various types of diagnostics and local socio-pedagogical research for scientific and methodical centers, educational institutes of innovative type and experimental sites

with the aim of summarizing work experience and determining potentially promising directions of development;

– summarizing the results of research and experimental work in the field of education, including corporate training and remote technologies;

– psychological-pedagogical audit and independent humanitarian expertise of methodological and technological means of education;

– informational support in the preparation of grant applications in the scientific and educational field;

– helping students of different ages (or their parents or guardians) in choosing educational routes and solving difficulties that arise in the educational process;

– implementation of various programs for improving the qualifications of education workers, including the organization and conduct of individual and group internships;

– services for scientific and methodological support of research in various fields of science;

– assistance in developing publishing projects, creating and republishing scientific and scientific-methodical texts;

– development of information resources;

– scientific, methodical and organizational assistance in holding conferences and seminars on educational issues;

– consultations in the field of educational and labor legislation;

– assistance to representatives of national diasporas in adapting to study conditions *(Khomenko, 2020).*

With the development of the higher education system, there was a need for various services specific to a specific institution, such as: consulting on the organization of educational activities; conducting various researches (sociological, psychological-pedagogical, marketing, etc.) in the field of education or for the needs of the field of education; legal support of educational activities in educational institutions of various types and levels; support of licensing, attestation and state accreditation processes; development of educational programs, curricula and programs, educational and methodological materials, etc.

However, given the fact that a significant number of higher education institutions feel the need for management consulting assistance, the demand for consulting services in Ukraine remains low. The main reasons for this situation are:

– a difficult macroeconomic situation and a general decline in business management activity in Ukraine;

– lack of a culture of working with independent experts;

– low solvency of service customers;

– failure to assess the usefulness of consulting services;

– lack of guarantees of specific results and positive effect from counseling;

– the difficulty of obtaining objective information about consulting firms and their capabilities *(Kapyltsova, 2010).*

The analysis, conducted on the basis of an expert survey of specialists of higher education institutions, made it possible to determine the weight of the segments of the managed and managing system, taking into account the specifics of the education system. For institutions of higher education, the segments of the managerial system have a greater weight (0.57) than the segments of the management (0.43), which is explained by the specifics of the activity, the duration of the operating cycles, and the role of the higher education system in the national economy. Among the segments of the managed system, the educational functional component has the

greatest weight, because it is the basis of operational activity. On the basis of this distribution, it is proposed to determine the integral parameter of the level of problems of the higher education institution, which is based on the decomposition of the problems of the segments of the controlling and controlled systems, takes into account the level of occurrence (perceived by the staff) of the problem (strategic, tactical and operational), the functional areas of problem detection and allows evaluating the components of the problem management for a specific institution.

To determine the effectiveness of consulting services in a higher education institution, it is proposed to differentiate three indicators using four parameters on a methodological basis, in particular: the problems of the enterprise, the purpose of consulting, the results of consulting services, and the costs of implementing a consulting project.

We fully agree with Z. Ryabova, who offered key recommendations to the head of the institution regarding the effective use of consulting technologies in educational institutions in conditions of uncertainty. In particular, it is:

1. Determine the needs of the team of the educational institution (through personal communication, group meetings);

2. Conduct an analysis of the activity of the educational institution, the contingent of applicants and their needs, together with the team, identify priority tasks;

3. Analyze the state of professional activity of team members based on factor-criterion modeling;

4. Contribute to the prolonged improvement of qualifications, participation of team members in the activities of professional organizations, groups, etc.;

5. Find out the condition and needs of everyone, if possible, organize the provision of assistance (especially psychological);

6. Involve the team in team performance of tasks (rotating project groups), agree on the possibility of performing the assigned tasks;

7. To organize a project-based mastery of the content of education by students. Initiating projects, applying for grants;

8. Implement contextual group meetings: team trainings, project work from any direction, holding fitback, etc.;

9. To ensure the stability of the institution's presentation activities;

10. Constantly informing the public about the successful activities of the institution and participants in the educational process *(Ryabova, 2022)*.

5. Conclusions

Consulting in Ukraine is necessary to ensure the efficiency of higher education institution management and increase its competitiveness in the market of educational services through the introduction of innovative technologies. The development of consulting in the system of higher education will be successful if the macroeconomic situation improves, the managers of educational institutions realize the economic benefits from interaction with consulting companies, the popularity of consulting services increases, and trust in the expected results of consulting activities increases, etc. Further research perspectives will be aimed at developing recommendations for designing consulting activities in institutions of higher education in conditions of uncertainty.

References

1. Busel, V.T., (2001). Velykyi tlumachnyi slovnyk suchasnoi ukrainskoi movy [A large explanatory dictionary of the modern Ukrainian]. Irpin: VTF "Perun". 1440 p. with. 565. URL: http://irbis-nbuv.gov.ua/ulib/item/UKR0000989 [in Ukrainian].

2. Dashutina, L.O., (2020). Sutnist konsaltynhu ta yoho mistse u sferi posluh [The essence of consulting and its place in the service sector]. URL: https://repo.snau.edu.ua/bitstream/123456789/6730/1/Dashutina%20Л.%20O.%20Sutnist%20consultingu.pdf [in Ukrainian].

3. Drahunova, V.V., (2019). Pedahohichni umovy vprovadzhennia innovatsiinoho menedzhmentu v systemu serednoi osvity [Pedagogical conditions for the introduction of innovative management in the system of secondary education]: diss. candidate of pedagogic sciences: 130001; State University named after I. Franko. Zhytomyr. 307 p. [in Ukrainian].

4. Mocherny, S.V., (2000). Ekonomichna entsyklopediia [Economic encyclopedia]. Gol. editor (rep. ed.) and others. K.: Academy.Vol. 1. 864 p. [in Ukrainian].

5. Kapyltsova, V.V., & Kurgan T.G., (2010). Stan, problemy ta tendentsii rozvytku konsaltynhu v Ukraini [The state, problems and trends of the development of consulting in Ukraine]. Bulletin of the Zaporizhzhya National University. No. 4(8). p. 189–193. [in Ukrainian].

6. Korostelov, V.A., (2003). Upravlinske konsultuvannia [Management consulting]. K.: MAUP. [in Ukrainian].

7. Ryabova, Z.V., (2022). Konsaltynh u zakladakh osvity v umovakh nevyznachenosti [Consulting in educational institutions in conditions of uncertainty]. Adaptive management: theory and practice: electronic scientific publication, "Pedagogy" series. Issue 13(25). URL: file:///C:/Users/user/Downloads/500-Article%20Text-1051-1-10-20230127.pdf [in Ukrainian].

8. Bezkrovnyi, M.F., & al. (2015). Upravlinskyi konsaltynh [Management consulting]. Kyiv. Lira-K. 336 p.

9. Khomenko, V.V., (2020). Konsaltynhovi posluhy v osviti [Consulting services in education]. Theory and methods of education management. URL: http://www.innovpedagogy.od.ua/archives/2020/25/part_1/30.pdf [in Ukrainian].

10. Shcho take konsaltynh i dlia choho vin osvitianam? [What is consulting and what is it for educators?]. (2023). URL: http://prosvitcenter.org/dlya-chogo-consultyng-osvityanam [in Ukrainian].

11. Yelnykova, G.V., & Ryabova, Z.V., (2021). Adaptive technologies for training of specialists 2021 IOP Conf. Ser.: Mater. Sci. Eng. 1031 012125 https://iopscience.iop.org/article/10.1088/1757-899X/1031/1/012125/pdf [in English].

PRAXEOLOGICAL APPROACH AS A METHODOLOGICAL GUIDELINE FOR FORMATION OF PROFESSIONAL COMPETENCE OF BACHELORS OF NURSING IN MEDICAL COLLEGES

Dmytro Fylypiuk
Postgraduate Student, Khmelnytskyi Humanities and Pedagogical Academy;
Lecturer of Obstetrics, Gynecology, Reproductive Health and Family Planning,
Municipal Institution of Higher Education "Rivne Medical Academy"
of Rivne Region Council, Ukraine
e-mail: viddilkadriv2019@gmail.com, orcid.org/0000-0002-2041-1961

Summary
The article identifies the conceptual foundations of the praxeological approach as the latest methodological guideline in the formation of professional competence of future bachelors of nursing. It is established that under the conditions of introduction of new educational standards in preparation of future bachelors of nursing researches of possibilities of training optimization of students on the basis of the organization of successful activity in the aspect of its productivity, rationality and efficiency acquire special value. The development of the ideas of the praxeological approach develops in two forms: on the one hand – general social knowledge as a theoretical activity of the mind, and on the other – activity as a specific form of active human attitude to the environment. It is specified that in the system of professional education praxeology there is a general methodology that accumulates provisions, categories, laws, which explain the phenomenon of professional activity; general scientific approaches, which are related to the consideration and solution of problems of professional activity of a person and the laws of the structure of his activity; interdisciplinary knowledge, which manifests itself as a combined theoretical and practical experience of rational implementation of professional actions; the results of reflection on the causes, conditions and mechanisms of successful activity.

Key words: praxeological approach, professional competence, future bachelors of nursing, medical colleges, students, praxeology.

1. Introduction

World trends in medicine, radical changes in the modern system of health care and medical education, social, economic, ethical, legal features of its subjects highlight the need to improve the training of future bachelors of nursing in colleges, taking into account new requirements for quality and educational results of bachelor's degree in nursing. As the theoretical analysis of the scientific literature shows, the changes taking place in the system of professional medical education, especially in the direction of nurses training, indicate the need to rethink its purpose, objectives, patterns and principles, methodological approaches to education organizing in medical colleges in accordance with modern social order.

Professional training of future bachelors of nursing in colleges is based on current trends in the professional education system of Ukraine as its direct component. Therefore, secondary medical education has undergone changes in the organization of vocational education, its

content and results, technologies for organizing the educational process, training and retraining of teachers, interaction with employers. Thus, under the conditions of introduction of new educational standards in preparation of future bachelors of nursing, researches of possibilities of optimization of training of students on the basis of the organization of successful activity in the aspect of its productivity, rationality and efficiency acquire special value. This situation actualizes the expediency of introducing modern methodological guidelines in the process of professional training of future bachelors of nursing, one of which is *praxeological* point.

2. History of praxeological approach

In order to reveal the essence of the praxeological approach in the training of future bachelors of nursing, it is necessary to carry out a definitive analysis of the concept of "praxeology", which was first used in 1897 in the publication of the French philosopher and historian A. Aspinas. He proposed the idea of creating a separate scientific discipline due to the factors that increase the effectiveness and usefulness of actions. The scientist noted that "general technology (or praxeology) is the science of a set of practical rules of art and technology that is developed in progressive societies at certain stages of civilization. The subject of its study are the factors that increase the effectiveness of actions" *(Espinas, 1897: 103)*.

The term "praxeology" originates from the Greek *praxis* (action, practice) or Latin *praxeus* (action, deed). Literally translated, praxeology is "knowledge of actions", the study of practice in its philosophical sense, i. e. obtaining the most general information about what a person does (compared to technology as knowledge of the art of "action") *(Grigoriev, 2002: 57)*. The study of practical implementation and sequence of actions is very important both for the reassessment of practice and for the professional development of those involved.

In the Philosophical dictionary, praxeology is defined as a branch of sociological research that studies the method of considering various actions or their combination in terms of effectiveness *(Philosophical Dictionary, 2001: 453)*. In the pedagogical dictionary the essence of praxeology consists in practical (and historical) research and the characteristic of various labor skills and receptions, revealing their elements and creation of various recommendations of practical character on this basis *(Sovremennyi slovar po pedagogike, 2001: 608)*.

The emergence of praxeology took place in line with the research expectations and searches of the early twentieth century, which were reflected in the development of O. Bohgdanov (1910) ideas of tectology as a theory of universal organizational science (tectology is a universal organizational science).

A significant contribution to the development of praxeology as a science was made by the Ukrainian economist and mathematician E. Slutskyi, who is considered one of the Ukrainian founders of praxeology, due to the study "Etude to the problems of formal and praxeological foundations of economics" published in 1926 in Ukrainian and German. The scientist considered praxeology through the prism of formal economics and substantiated it in the context of relationships, forms and other manifestations of economic entities. In his scientific work E. Slutsky noted that formal economics is not an independent science, but a separate discipline within formal praxeology. The author noted that "human activity cannot simply be decomposed into quantitative relationships of the exact elements of a quasi-mechanical system" *(Slutskyi, 2007: 352)*. Half a century later, in 1949, the Austrian economist L. von Mises in his work "Human Action" used the term "praxeology" to define a unified science of human action and behavior *(Mises L. von, 2005)*. The scientist paid much attention to the praxeological principles of human activity.

In the middle of the twentieth century Polish philosopher and logician T. Kotarbinskyi published the book "Treatise on Good Work", which became a starting point for European science in understanding the integrity and rationality of activities, as well as the basis for praxeological approach as a special way to analyze and explain human practice in terms of its relevance, rationality, and efficiency. The subject of study in praxeology, as he defines it, is all human activity, and the main purpose is to find the general law of any human activity and create on this basis the most general rules of such activity. The scientist identifies two main features of praxeology as a science.

First, praxeology is a discipline that integrates data from different sciences related to the organization of labor. In this case, it synthesizes only what is universal in relation to any activity.

Secondly, praxeology, integrating different data from the point of view of a certain target task, gives a clearer orientation for those sciences, the material of which it uses *(Kotarbinskii, 1975: 16–17).* The tasks of praxeology, according to T. Kotarbinsky, are the analysis of technique and analytical description of elements and forms of rational activity, study of conditions and laws that determine the effectiveness of actions, creation of "grammar of actions" in order to develop the most general norms of maximum holistic activity.

Considering human activity, the Polish scientist T. Pshcholowskyi notes that praxeology deals with purposeful action, i.e. intentional and conscious activity if it is seen from the point of view of its effectiveness. This means that we take into account the actions aimed at achieving the goals *(Pshcholovskii, 1993: 18).*

Generalizations and conclusions of praxeology are considered in ethics during the analysis of action, moral choice, decision-making, normative-value aspects of cooperation and interaction in general. In applied terms, the issue of praxeology is necessary in the study of economic ethics (morally based system of norms and rules of conduct for individuals in the field of management) *(Liashenko, 2009: 28).*

3. Modern views on the interpretation of the praxeological approach in the context of pedagogy

It should be noted that the study of the essence of praxeology continues nowadays. Exploring the genesis of praxeological ideas in the historical and philosophical context, O. Liovkina considers modern praxeology as an analytical study of organized activity, and its subject determines the states, principles, laws of effectiveness or inefficiency of the system *(Liovkina, 2012: 11).*

M. Satskov's opinion is original, because he notes that with the help of praxeology it is possible to give a real description of human capabilities, to define its objective and subjective actions, to promote the formation of ideals and values and to optimize life in the individual and social sphere.

The development of ideas of praxeological approach takes two forms: from one hand it is general social knowledge, i.e. theoretical activity of the mind, and from the other activity is a specific form of active human attitude to the environment, the content of which is appropriate changes and transformations, i.e. skills, appropriateness, and action. These two notions – knowledge and activity are the basis of the praxeological approach as a purposeful system of principles that determine the overall goal and strategy of oriented praxeological actions; they show how universal human knowledge has become a direct productive force *(Satskov, 1998: 203).*

From the point of view of the specifics of the praxeological approach, in our opinion, knowledge and practice should be considered in the unity conditioned by the meaningful nature of activity, which arises the praxeological orientation under the condition of actual merging of knowledge and activity.

Considering the working through the prism of praxeology E. Khodakivskyi and Yu. Bogoyavlenska note that the scientific knowledge of praxeological issues provides a certain understanding of the purposeful activities of people to transform nature and society, reproduction of productive forces and social relations, the way of existence of a man who forms himself as a person and maintains his/her existence by working *(Khodakivskyi, 2004: 9)*.

The peculiarity of praxeology is that it deals with a particular type of human activity, i.e. intentional activity that has a corresponding goal or aim. Praxeology explores forms of improvement common to all activities. Praxeological knowledge is the truths that humanity has come to in the process of centuries of practice, an economical approach to activities improvement *(Pascal, 2012: 479)*.

Thus, the main task of praxeology is to develop the theory and practice of the following groups of problems: analytical description, characteristics, classification and systematization of practical actions; study of conditions and laws that determine the effectiveness of actions; study of the genesis and development of various activities, as well as ways to improve them.

In the system of professional education, praxeology is a general methodology that accumulates statements, categories, laws, which explain the phenomenon of professional activity; general scientific approaches that are related to the consideration and solution of problems of professional activity of man and the laws of the structure of his activity; interdisciplinary knowledge, which manifests itself as a combined theoretical and practical experience of rational implementation of professional actions; the results of reflection on the causes, conditions and mechanisms of successful activity.

Consideration of the praxeological approach in the context of professional training of future bachelors of nursing requires the disclosure of its essence as a methodological basis. In the modern pedagogical thesaurus there is no unambiguous definition of the term "approach". Thus, the dictionary of methodology states that on the one hand the approach is considered as a certain initial principle, initial position, basic position or belief (holistic, complex, systemic, synergetic, etc.), and on the other it is a direction of studying the subject of a research (historical, logical, semantic, formal, etc.) *(Novikov, 2013: 117–118)*. According to I. Radziievska, the concept of "approach" has the social context, which determines the content, nature and direction of research. The researcher adds that "the approach acts as a specific basis of the educational paradigm, the foundation of its concept, indicates attempts to build a particular educational system" *(Radziievska, 2011: 90)*.

In the context of our study, the praxeological approach is the basis for the transformation of theoretical knowledge acquired by students in medical colleges into "smart actions" of future bachelors of nursing. Some aspects of the application of the praxeological approach to solving the problems of professional training (specialists) can be found in the works of modern scientists. In particular, praxeological bases of pedagogical activity are investigated by I. Kolesnikova and O. Tytova. Thus, I. Kolesnikova notes that pedagogical praxeology acts as a general theory of pedagogical activity, which considers the most general principles and ways to increase the efficiency and usefulness of professional actions, patterns and conditions of appropriate and rational construction of the educational process *(Kolesnikova, 2005: 7)*. The purpose of pedagogical praxeology, in her opinion, is to obtain and to provide the professional community with practical and methodological knowledge about the general principles and methods of rational and productive pedagogical activity *(Kolesnikova, 2005: 14)*.

The specificity of the praxeological approach in the training of future bachelors of nursing is to prepare a specialist who can effectively solve professional problems with the least resource costs, as well as to form their professional competence.

4. Conceptual vectors of realization of praxeological approach in professional education

The basis of the praxeological approach in the process of forming the professional competence of future bachelors of nursing is *action*, because it is a component of any complex activity. Since praxeology considers activity as purposeful behavior, there is a need to explain the concept of "action". After all, "action is not just giving a preference… The person, who acts, determines, chooses, and tries to achieve goals. Of the two things that cannot be obtained at the same time, she chooses one and rejects the other, so the action involves acceptance and rejection" *(Mises L. von, 2005: 656)*.

Thus, in fact, the main criterion for the practical "success" of the action is expediency. In general, according to T. Kotarbinskyi, the action is the more rational, the better it is adapted to the whole sum of the available circumstances. Therefore, the basic concept of praxeology is action, and, as T. Kotarbinskyi notes, the actions we perform require consideration of the following conditions of implementation:

1) definition of the purpose;

2) determination of conditions related to the activity;

3) identification of means adapted both to the defined purpose and to the existing activity.

Thus, the goal, conditions and means are the three elements of practical activity *(Kotarbinskii, 1975: 31)*.

The basis of effective activity, according to T. Kotarbinskyi, is the formation of complex actions that arise as a result of cooperation. The scientist distinguishes two types of interaction (cooperation) of people: positive (cooperation) and negative (struggle), and the second type of interaction is more universal, according to T. Kotarbinskyi. Its greater "universality" is due to the fact that it forces to take into account the actions of the other person, i.e. to take into account strategic elements of cooperation, and on the other hand, to activate own creative potential *(Kotarbinskii, 1975: 73)*.

According to the general requirements of praxeology, the action should be:

• effective – to achieve the goal and planned results;

• to be close to the standard on essential grounds;

• diligent – made persistently with care for the completeness of the product, if possible supplemented by positive qualities, with maximum compliance to the sample;

• impeccable – one that has no flaws;

• economic – productive and economical *(Pshcholovskii, 1993: 219)*.

In pedagogical praxeology, which in our study is the basis for the implementation of praxeological approach in the training of future bachelors of nursing, we take into account the main properties of actions that are manifested in the optimal organization of the educational process to form professional competence of future bachelors of nursing in medical colleges. Researchers determine the following properties: feasibility, purposefulness, design, constructiveness, standardization, manufacturability, method, instrumentality, practicality, and meaningfulness *(Pshcholovskii, 1993: 73-74)*.

Effective work is always practical one, and in the training of future bachelors of nursing, practice plays perhaps the most important role. Practice is a material, purposeful human activity that encompasses the development and transformation of natural and social objects, and also

forms the general basis, the driving force of the development of human society and cognition. Practice is a sensory and objective form of life of a social person in her/his development of natural and social reality, as well as a specific way of human attitude to the world and its existence in it *(Reckwitz, 2002: 246).*

At the heart of practice there is always action, activity, working, that make a person to act taking into account his/her goals, interests and social reality. Such modern practice as scientific experiment and educational practice play an important role in modern scientific knowledge. The concept of "form of practice" embodies the degree of development of the subject of activity.

5. Conclusions

The praxeological approach in the professional training of future bachelors of nursing aims to provide the educational process with new algorithms, techniques, methods and technologies of teaching that direct the subject to a specific result, promote the development of students' independence, initiative, creativity and critical thinking. The specificity of the praxeological approach is manifested in the fact that students focus on quality and productive performance of their activities by mastering the techniques of its rationalization. Among them it is necessary to single out the methods of optimal organization of time, rational work with educational material (generalization of ways in problems solving, the most rational short forms of record keeping), methods of memorization and preparation to control tasks.

The outlined praxeological techniques can be a prerequisite for the formation of professional competence of future bachelors of nursing. In the context of praxeological approach, the meaning of "competence" as a basis for readiness for professional activity can be supplemented by introducing praxeological characteristics of activity and consider competence as a set of skills that is a prerequisite for successful activity through conscious choice of tools, techniques and methods, which provide its effectiveness, activate creativity in changed conditions, as well as in situations of risk and uncertainty, encourage active transformational activity.

References

1. Demianchuk M. R. Symuliatsiine navchannia maibutnikh fakhivtsiv sestrynskoi spravy: analiz problemy u zarubizhnii literaturi [Simulation training of future nursing specialists: analysis of the problem in foreign literature]. Rozvytok suchasnoi osvity i nauky: rezultaty, problemy, perspektyvy. T. VII: Identychnist i svoboda v osviti ta nautsi : materialy VII mizhnar. nauk.-prakt. konf. (Kherson, 22 lystopada 2019 r.). Konin – Uzhhorod – Bielsko-Biala – Kyiv: Prosvit, 2019. S. 81–82. [in Ukrainian]
2. Radziievska I. V. Formuvannia profesiinoi kompetentnosti maibutnikh medychnykh sester u protsesi vyvchennia fakhovykh dystsyplin [Formation of professional competence of future nurses in the process of studying professional disciplines]: dys. na zdobuttia stupenia kand. ped. nauk : spets. 13.00.04. K., 2011. 221 s. [in Ukrainian]
3. Espinas A. Les Origines de la Technologie. Paris : F. Alcan, 1897. 295 p.
4. Hrihoriev B. V. Praksyolohiia, ili Kak orhanizovat uspeshnuiu deiatelnost : ucheb. posobye [Praxiology, or How to organize a successful activity]. M. : Shkolnaia pressa, 2002. 144 c.
5. Filosofskii slovar [Philosophical dictionary] / pod red. Y. T. Frolova. 7-e izd., pererab. i dop. M. : Respublika, 2001. 719 s.
6. Sovremennyi slovar po pedahohike [Modern dictionary of pedagogy] / sost. E. S. Rapatsevich. Mn. : «Sovremennoe slovo», 2001. 928 s.

7. Slutskyi Ye. Vyznannia. Tvorcha spadshchyna z pohliadu suchasnosti [Creative heritage in terms of modernity] / Yevhen Slutskyi; za red. V. D. Bazylevycha. K.: Znannia, 2007. 919 s. [in Ukrainian]

8. Myzes L. fon. Chelovecheskaia deiatelnost [Human activity: a treatise on economic theory] : traktat po ekonomycheskoi teoriy. Cheliabinsk : Sotsyum, 2005. 878 s.

9. Kotarbinskii T. Traktat o khoroshei rabote [Treatise on good work]; per. s polsk. M. : «Ekonomika», 1975. 271 s.

10. Pshcholovskii T. Printsypy sovremennoi deiatelnosti (Vvedeniie v prakseolohiiu) [Principles of modern activity (Introduction to praxeology)]; per. s polsk. K., 1993. 271 s.

11. Liashenko L. I. Hospodarska etyka yak faktor formuvannia tsyvilizatsiinoho rozvytku [Economic ethics as a factor in the formation of civilizational development]. Kultura narodov Prychernomoria. 2009. № 172. S. 25–28. [in Ukrainian]

12. Liovkina O. H. Henezys prakseolohichnykh idei: istoryko-filosofskyi kontekst [Genesis of praxeological ideas: historical and philosophical context]. Filosofski obrii. 2012. Vyp. 27. C. 4–12. [in Ukrainian]

13. Satskov N. Ya. Praktycheskii menedzhment. Metody i priiemy deiatelnosti rukovodytelia [Practical management. Methods and techniques of the head]. Donetsk : Stalker, 1998. 448 s.

14. Khodakivskyi Ye. I., Bohoiavlenska Yu. V, Ekonomika ta menedzhment pratsi (prakseolohichnyi aspekt) [Labor economics and management (praxeological aspect)] : navch. posib. Zhytomyr : ZhDTU, 2004. 378 s. [in Ukrainian]

15. Pascal C. Praxis, Ethics and Power: Developing Praxeology as a Participatory Paradigm for Early Childhood Research. European Early Childhood Education Research Journal. 2012. 20 (4). P. 477–492.

16. Novikov A. M., Novikov D. A. Metodolohiia : slovar sistemy osnovnykh poniatii [Methodology: dictionary of the system of basic concepts]. M. : Librokom, 2013. 208 s.

17. Kolesnikova Y. A., Titova E. V. Pedahohycheskaia prakseolohiia [Pedagogical praxeology]: ucheb. posobye dlia stud. vyssh. ped. ucheb. zaved. M. : Izd. tsentr «Akademyia», 2005. 256 s.

18. Reckwitz A. Toward a Theory of Social Practices: A Development in Culturalist Theorizing. European Journal of Social Theory. 2002. vol. 5(2). P. 243–263.

COMMUNICATIVE CULTURE AS A PROFESSIONAL VALUE OF YOUNG SPECIALISTS

Valentyna Halushchak

Candidate of Economic Sciences, Associate Professor,
Associate Professor at the Department of Fundamental and Special Disciplines,
Chortkiv Educational and Scientific Institute of Entrepreneurship and Business
of the West Ukrainian National University, Ukraine
e-mail: valyagal@ukr.net, orcid.org/0000-0001-9703-9988

Summary

The article highlights the problem of forming the communicative culture of students of higher education institutions. It is noted that in determining the professional qualities of young specialists, their communicative culture plays an important role as a set of professional qualities, moral values and communicative skills that are realized during communication. The essence of the concept of "communicative culture of a student" is determined and approaches to understanding the communicative culture of an individual and the main ways of its formation are considered. The importance of the problem of forming students' communicative culture in the process of learning native and foreign languages is proven. The necessity of forming a communicative culture of future specialists is substantiated. The content of the concept of competence in the professional training of young specialists is analyzed. The concept of communicative competence as a determinant of the formation of a person's communicative culture is revealed. The importance of communicative culture in professional education is outlined, as the presence of certain personal qualities, abilities and skills in each specialist, which ensure the achievement of goals in interpersonal interaction with other people, make it possible to communicate constructively, focus on success in professional activities, adapt to a new system of relationships in team, strive for self-improvement and self-realization.

Key words: communication, personality, communication problems, speech culture, learning process, competence of the individual.

1. Introduction

The formation of a highly professional, communicatively competent specialist of the new generation, who can be called a language personality, is an important task of higher education. And this, in turn, requires the search for an effective system of forming the communicative culture of university students, which is able to ensure the effectiveness of mastering language, speech, communicative knowledge, abilities and skills for the purpose of active communication in the educational and professional sphere. After all, mutual support, cooperation and exchange of information are the first condition in solving the main tasks of modern education.

Integration into the European Community orients educational institutions to the upbringing of a highly moral, socially mature individual, capable of actively influencing the surrounding social and natural world, establishing and maintaining emotionally favorable interpersonal relationships in everyday life and the production sphere, realizing the personal potential in relation to one's own social and communicative growth as widely as possible.

2. Formation of a modern specialist as a linguistic personality

It should be noted that the modern social concept of communicative culture makes high demands on a person, in particular on his professional training, in terms of his successful activity in various communication systems. Therefore, today it is not enough to be limited only to special knowledge, abilities and skills: the time requires the formation of a modern specialist as a linguistic personality. And among many professions, there should be the greatest awareness of the place and role of communication as a means of implementing and coordinating professional activity.

It is well-known that those specialists who have the methods of verbal persuasion and take into account the psychological features of the person, they communicate with are respected and trusted. Therefore, the defining place is assigned to language as a special means of communication. And communication skills are the very first link in the interaction between teachers and students. A low level of students' possession of communication skills leads to disappointment in learning and reduced activity in life. That is why the study of modern trends in the formation of communicative culture will open new ways of forming the communicative culture of higher education institutions students.

Communicative culture, communication problems have always been in the center of scientific attention of many researchers. Therefore, the analysis of philosophical, cultural, psychological and pedagogical scientific literature shows that the researched problem has been considered by scientists from different aspects. O. Andriychuk, L. Bozhovich, O. Dobrovich, M. Volovska, Kh. Mazepa, L. Primachok, R. Tarasova, A. Tkachenko made the most significant contribution to the justification of the formation of communicative culture problem. In turn, psychological features of communicative culture were studied by L. Burlachuk, I. Vitenko, L. Tylevich, O.Yudina. We also note that the number of works dedicated to the formation of the communicative culture of specialists as an important factor in their professionalism is increasing (V. Galuzynskyi, V. Hrynyova, M. Yevtukh, L. Kalashnikova, E. Sofyanets, U.Rivers). As evidenced by the analysis of scientific sources, the communicative culture of the individual is considered as an important component of the general culture of the individual and appears as one of the conditions for the self-realization of a person and the achievement of life goals in relations with others. Therefore, we understand "communicative culture" both as a complex psychological neoformation of the personality and as a result of its socio-communicative development. In this regard, the teachers of the higher school pay considerable attention to the formation of the conscious attitude of students to the future professional activity, the achievement of a high speech culture, the development of business communication skills, self-education and self-awareness of students. However, despite the intensity and diversity of scientific research in this direction, we state that the problem of forming communicative culture among students is insufficiently deep, which requires additional research and substantiation.

The main goal of the article is to analyze the formation of communicative culture process among students in the context of determining the main approaches to understanding human communicative culture.

3. Communicative culture as important direction of humanization of society

The changes, taking place in education, affect the overall quality of the provision of educational services and the level of mastery of knowledge. Therefore, education, as a branch of science, must constantly develop and meet the needs of modern society. After all, with

the development of technologies, the requirements for a modern employee, who must be not only a professional, but also a cultured person with a high level of communication skills, are increasing. That is why the language training of higher education institutions students is provided by improving knowledge of native, state and one or more foreign languages, which significantly contributes to effective professional communication. Increasing attention to the human factor requires strengthening the humanization of the education of future specialists in the general system of their training in institutions of higher education as one of the most important directions not only for the further progress of higher education, but also for the humanization of our entire society.

It is worth noting, that today the requirements for the professional training of a specialist, his ability to manage information, and, most importantly, to constantly improve his knowledge, is increasing. Therefore, the idea of using the potential of education is based on two theories: human and social capital. In human capital, education is considered as "a set of knowledge, abilities and skills of an individual, which are used by him to meet his own and social needs" *(Grishnova, 2001:35)*. Therefore, the concept of communicative culture arose as a logical development of previous theoretical forms of reflection on human communication, a problem that is a constant companion of social philosophical theory throughout the history of its existence.

In the content-terminological sense the concept of "communication" is in the same row as the similar definitions of "interaction" (relationships), "human relations", "mutuality", "interaction", etc. In this sense various aspects of human relationships were analyzed in the works of such social philosophy classics as J. Locke, T. Hobbes, H. Hegel, E. Durkheim, and M. Weber. And recently, the attempts of scientists to determine the conditions and pedagogical possibilities for the formation of communicative culture have intensified, since it is one of the professional values of a modern young specialist. That is why, the theory of social capital states that education plays a crucial role in ensuring social welfare and culture *(Aleksiuk, 1998)*. And this proves that education, promoting communicative culture, is the main factor in solving urgent problems facing society. That is, why communicative culture is one of the cornerstones of existential and generative aspects of human civilization, which was formed and exists thanks to communication between its members. Thus, communication becomes an important aspect of culture, just as culture is an important condition for the implementation of communication. And as evidenced by the analysis of scientific sources, the social development of an individual outside of communication, without cooperation and dialogue is impossible *(Sarnovska, 2000)*. Therefore, it is communication (from the Latin "communico" – message, connection, communication) that expresses the procedural-practical and personal-epistemological aspects of social interaction. Therefore, the term "communication" is used primarily as a sign of adequate and civilized interaction of individuals, social groups, nations and ethnic groups, which unfolds on the basis of tolerance and understanding *(Morozov, Shkaraputa, 2000)*.

In general, the communicative culture of an individual can be defined as a system of knowledge, norms, values and patterns of behavior accepted in society, as well as the ability to adequately and naturally implement them in interaction and communication. At the same time, communicative culture has general features of culture, reflecting the specific nature of communication. In this context, communicative culture can be defined as a complex, multifaceted phenomenon that involves the formation and development of socially imprinted contacts between people, which are generated by problems of joint activity, include the exchange of information, the development of a single strategy of interaction, perception and understanding of another person *(Beh, 2006)*.

It is important, that in the structure of the personality, communicative properties are its integral characteristics and new formations, with the help of which the personality is connected with society, with itself, perception and reflection of social relations and realities of life takes place, and adequate contacts between people are ensured. With the help of the communication process, the individual integrates into the sphere of ideas, thoughts of the interlocutor, into the circle of his actual and potential activity. Therefore, the communicative characteristics of an individual characterize the personality through the prism of its capabilities as a concrete and real participant in joint activity with others determine the effectiveness of this communicative activity *(Hovalesko, 2001)*. That is why we can talk about a set of communicative competences of an individual, which is manifested in the formation of certain knowledge, abilities and skills, individual characteristics, value-motivational formations, emotional-volitional sphere, creative qualities, etc. Thus, we define the creative level of development of communicative competences, which reflects a higher level of development of the communicative consciousness of an individual. Therefore, consideration of the process of integration of communicative and creative components into the structure of an individual's self-awareness is overdue. This, in turn, actualizes the creative communication of the individual, as a subject-subject interaction, the necessary condition of which is the awareness of the understanding of a self-worth, unique, free subject, opens to independent activity. Moreover, the reaction to the behavior of others in the process of communication is always mediated by self-awareness, correlated with its reflective "I", as a component of the "I-concept" of the individual. At the same time, integrative, creative and in-depth communication is complete only in integration with communication based on interpersonal principles.

It is significant, that in the process of integration of communicative and creative components, the emotional component of communication plays a big role, and the complex of this component are empathy, immediacy, respect for others, sincerity and openness to the environment *(Hovalesko, 2001)*. Thus, communicative culture, its formation in the educational process in institutions of higher education, should be based on certain psychological and social features of the phenomenon of communicative culture. After all, the process of communication, which is considered in the plane of communicative culture, reveals such aspects of communication as interaction, mutual relations and contacts, information exchanges, which, in turn, make up a certain systemic integrity of social, spiritual, psychological and moral-normative education. Therefore, it is important that the definition of communication using the category of culture distinguishes its modern meaning from the technocratic one, according to which communication is considered as a network of channels, through which certain information is transmitted. In this sense, communicative culture is close in content definition to communicative ethics, a system of moral principles, norms and values, which are designed to give humanistic significance to interpersonal relationships *(Pentiluk, 2003)*.

It should be noted, that the main groups of competences that give the young generation a chance for success in later life, are defined in the educational environment: (Fig. 1).

It is essential, that communicative culture integrates the creative potential of a person, his versatile abilities, a certain amount of knowledge (in particular, knowledge of psychological patterns of communication, socio-ethical norms, communicative rules, patterns of behavior, social roles, etc.); the set of communication skills and skills, required for the activity; verbal and non-verbal, extra-verbal ways and means of communicative interaction; a system of communicative qualities and emotional and volitional personality properties; a certain level of intellectual and moral development, including the ethical and communicative orientation of the individual in communication, as a system of his views on other people and himself, which encourage self-analysis, self-education and self-development *(Korniaka, 2007)*.

political and social competences	• ensure the ability of a young person to take responsibility for the decisions made, to actively advocate for the resolution of all debatable international issues in a non-violent way
moral competences	• related to the readiness of individuals in the conditions of a multicultural society to observe moral norms of relations with other people (displaying a tolerant, respectful attitude towards representatives of other nationalities and their folk traditions, religious beliefs, etc.
language competences	• reflect a person's assimilation of communicative culture, several foreign languages, that is, the ability to communicate with other people without hindrance
information technology competencies	related to the mastery of modern technologies, the ability to adequately and critically evaluate the information offered
self-educational and self-educational competencies	ensure a person's desire to continuously learn and comprehensively improve himself throughout his life

Fig. 1. Key competencies that will help socialization and professional development of the individual

Note, that the process of forming a communicative culture among students involves the development of psycho-emotional, affective-perceptive, emotional-volitional, value-motivational spheres of the personality, its intellectual, creative qualities, which is realized through the expansion of the social circle of communication, through the development of the social-role repertoire of young people, formation of a certain communication experience. In this regard, we can talk about important factors of enriching the experience of communication: the way of interaction acquired as a result of learning characteristic of a certain society; genetic possibilities (development of communication skills) and the influence of the social environment.

Thus, in determining the professional qualities of higher education institutions students, an important place is occupied by their communicative culture as a set of professional qualities, moral values and communicative skills of the future employee, which are realized during communication. This proves the importance of the problem of forming students' communicative culture. After all, education and training of students in higher education institutions of the country is based on the educational ethics of each teacher. That is why communicative culture is a complex multi-component formation. And the formation of communicative culture is a long process, the effectiveness of which is ensured by the coordinated teaching of many humanitarian disciplines. Therefore, in order to build a model of the communicative culture formation of future specialists, it is necessary to identify their communicative potential and its influence on the formation of linguistic personality.

4. Language as a means of self-formation and self-expression of student youth

Communication is a part of the daily work of an employee in any field of activity, when attention is paid not only to his professional, but also communicative qualities. And the communicative culture is based on moral values, which are important in shaping the personality of the future employee. Therefore, the task of higher education institutions is to form a personality capable of communication in various life situations, which has a clear orientation in learning, when language is needed as a means of self-formation and self-expression of the individual.

Therefore, a certain indicator of a person's communicative culture is his attitude towards others, verbal and non-verbal speech, harmonized expression, facial expressions, gestures, postures, assessments, judgments, speech, actions and other characteristics of behavior, which are an external manifestation of emotional states, character traits, as well as a reflection of a person's attitude to events, the surrounding world and other subjects of relationships and to himself.

Another important aspect of the formation of communicative culture concerns the development of the perceptive side of the communication process, where certain age-related dynamics of interpersonal perception of students of non-language majors are revealed, due to the interaction of general age patterns and their individual-typological features. Therefore, we are talking about the sensory modalities of human perception of reality (auditory, visual, kinesthetic), about the understanding of neurolinguistic programming, which is aimed at building algorithms for harmonizing the functions of these modalities, emphasizing at the same time the use of the entire set of verbal and non-verbal (optical-kinetic, paralinguistic, extra linguistic) means *(Abramovych, Chikaryova, 2004)*.

It is essential, that the communicative aspects of an individual's behavior develop in the process of personal communication, where based on the exchange of personal positions of the subjects, their moral and spiritual growth is possible. At the same time, in the sphere of personal dialogical relationships "teacher-student", subjects must always jointly solve a personal (social and moral) problem, the ultimate goal of which is the conscious acceptance by students of a certain moral and spiritual value of teachers. At the same time, such acceptance turns this value into a subjective, meaningful property that acts as an internal regulator of their actions. This allows mentors to carry out significant transformations in the life of young people through communicative interaction, to prepare them to be real subjects of the moral and spiritual culture of humanity *(Beh, 2006)*.

Properly formed communication skills play an important role in avoiding misunderstandings and unpleasant situations during communication, conflicts and disagreements. In modern conditions, a specialist is required to possess a qualitatively new level of knowledge and skills in the field of business communication, since professional success and the effectiveness of professional activity depend on the personality of the specialist, his speech qualities and abilities, knowledge and skills. In the process of professional training of future specialists, general cultural development and moral education occupy a special place. Due to the fact, that not much time is devoted to the study of humanitarian disciplines, which have a significant communicative and educational potential, and today it is necessary to study thoroughly, economically and quickly. It is especially important to use the possibilities of the educational process as productively, as possible in order to learn to think professionally, and then to act.

5. Conclusions

Thus, the formation of a communicative culture among students is ensured by a number of humanitarian disciplines, the mastery of which stimulates their professional self-improvement, motivates the study of disciplines that have significant communicative potential, contribute to the development of correct, logical thinking, the development of the ability to control one's gestures, facial expressions, and master non-verbal means of communication. Also, in order to competently, quickly and promptly understand the psychological state of interlocutors, future specialists need to study psychology. Therefore, in the context of the formation of communicative culture, it is important to create a special scientifically organized pedagogical society, which is distinguished from the usual social environment by higher content and intensity characteristics of joint activity and communication, emotionally and intellectually saturated atmosphere of cooperation and creation. In terms of the practical implementation of conceptual approaches to understanding the essence of communicative culture and the ways of its effective formation among students, we apply basic psychological and pedagogical methods and means of educating communicative culture.

References

1. Aleksiuk, A. (1998). Pedahohika vyshchoi osvity Ukrainy. Istoriia. Teoriia. [Pedagogy of higher education of Ukraine. History. Theory] Kyiv : Lybid [in Ukrainian].

2. Abramovych, S., Chikarova, Yu. (2004). Movlennieva komunikatsiia [Speech communication]. Kyiv : Tsentr navchalnoi literatury [in Ukrainian].

3. Bekh, I.D. (2006). Vykhovannia osobystosti: Skhodzhennia do dukhovnosti [Personality education: Ascent to spirituality]. Kyiv : Lybid [in Ukrainian].

4. Hovaleshko, O.M. (2001). Intehratsiia komunikatyvnykh ta tvorchykh komponentiv u strukturi samosvidomosti [Integration of communicative and creative components in the structure of self-awareness]. Extended abstract of candidate's thesis. Kyiv [in Ukrainian].

5. Hrishnova, O.A. (2001). Liudskyi kapital: formuvannia v systemi osvity i profesiinoi pidhotovky [Human capital: formation in the system of education and professional training]. Kyiv : Znannia [in Ukrainian].

6. Korniiaka, O.M. (2007). Psykholohiia komunikatyvnoi kultury osobystosti shkoliara [Psychology of the communicative culture of the student's personality]. Doctor's thesis. Kyiv [in Ukrainian].

7. Morozov, S.M., Shkaraputa, L.M. (Eds.). (2000). Slovnyk inshomovnykh sliv [Dictionary of foreign words]. Kyiv : Nauk. dumka [in Ukrainian].

8. Pentyliuk, M. (Eds.). (2003). Slovnyk-dovidnyk z ukrainskoi linhvodydaktyky. Kyiv: Lenvit [in Ukrainian].

9. Sarnovska, S.O. (2000). Suchasna sotsialno-komunikatyvna kultura (filosofsko-metodolohichnyi analiz) [Modern social and communicative culture (philosophical and methodological analysis)]. Candidate's thesis. Kyiv [in Ukrainian].

POINT OF VIEW REALISATION IN CONTEMPORARY UKRAINIAN ADVENTURE STORIES FOR CHILDREN AND YOUTH

Viktoriia Holub

Postgraduate Student at the Department of Ukrainian Linguistics and Applied Linguistics, Bohdan Khmelnytsky National University of Cherkasy, Ukraine

e-mail: pyshytobi@gmail.com, orcid.org/0000-0003-3470-4498

Summary

The present study attempts to analyze the specifics of the point of view evocation in the adventure stories «Adventures of the Thrice Famous Robber Pyntia» by O. Gavrosh and «Wild Summer in the Crimea» by Z. Menzatiuk. The purpose of the article is to clarify interdependence between types of point of view and forms of speech and thought presentation. It was found that the psychological point of view presented in the analyzed stories, according to P. Simpson's classification, belong to type B, however to different modes. The narrative perspective of O. Gavrosh's story belongs to type B narrarial mode, and Z. Menzatyuk's story point of view is classified as type B mode of reflector. It was observed that the categories of the type of point of view and the form of thoughts and speech presentation are interdependent, since the corresponding form of speech and thought representation prevails in the implementation of a particular point of view.

The results of the research determined that the narratorial mode is characterized by the use of forms of direct thought to convey thoughts, because it has an effect in distancing the reader from the character, giving the narrator space for ironic comments. As for the mode of reflector, the free indirect form is more often used, because it can help to shorten the distance between the reader and the character's feelings and thoughts.

Key words: point of view, speech and thought presentation, Ukrainian literature for children and youth, narrator, narratorial mode, mode of reflector.

1. Introduction

One of the main features of literature for children and youth is the representation of the self, that is, subjectivity. The embodiment of the given concept takes place with the help of linguistic means, through the manner of the story, or through the person of the narrator (*Stephens, 2004 : 99*). Clarifying the difference between what is depicted and from which position it is depicted allows us to see the specificity of point of view functioning in fictional texts (*Short, 2013 : 256*). In the aspect of literature for young readers, the definition of the central point of view indicates what communicative tasks can be solved using specific linguistic structures.

The theoretical aspects of the study of point of view are laid down in works of G. Genette; R. Flower; N. Friedman; B. Uspenskii, S. Lanser; P. Simpson. The linguistic aspect of the implementation of the narrative perspective in fictional texts is clarified in the works of M. Short, J. Leech; M. Short; U. Ryzha; I Bekhta. Properties of the artistic embodiment of speech and thoughts are traced in research of M. Short, J. Leech; N. Kvantaliani; L. Shytyk.

Literary aspects of Ukrainian works for children and youth are considered in the works of L. Ovdiichuk; T. Kachak; L. Matsevko-Bekerska; V. Kyzylova.

The linguistic specificity of Ukrainian literature for children and youth is only briefly covered in the works of E. Ohar, V. Samoilenko, N. Dziubyshyna-Melnyk etc. Taking into account the fact that the study of the linguistic form of fiction text is an integral component of the adequate interpretation of the text in general, we consider the clarification of specifics of point of view functioning in modern Ukrainian adventure texts for children to be an urgent problem.

2. Research purpose and methodology

The purpose of the article is to clarify the relationship between the type of point of view and the form of speech and thought presentation. To realize the goal, a structural method was used to outline the relationship between the forms of thoughts and speech presentation with a narrative perspective, the method of linguistic description made it possible to determine the form of presentation of speech and thoughts. The elements of contextual analysis are used to explain the specifics of the functioning of forms of speech and thought presentation.

3. Main text

M. Shot distinguishes three levels of discourse structure in a prose text: author–reader, narrator–interlocutor, character–character *(Short, 2013 : 257)*. Thus, according to the given scheme, a prose text can have six points of view, however, as the researcher emphasizes, their number is different in each specific text (*Short, 2013 : 257*).

In our study, we use the classification of forms of speech and thoughts presentation proposed by M. Short and J. Leech, they distinguished following techniques on speech and thought representation: Direct Speech/Thought, Indirect Speech/Thought, Free Direct Speech/Thought and Narrative Report of Speech/Thought Act (*Leech, Short, 2007 : 260–271*). The last form is under the complete control of the narrator, the others gradually lose this control.

P. Simpson distinguishes four types of point of view: spatial, temporal, psychological and ideological. Based on the works of B. Uspenskii, J. Fowler and G. Genette, the researcher creates his own classification of the psychological point of view. The main criteria for distinguishing two types is the narrator's form of expression and his involvement/non-involvement in the events of the textual world. According to the given criterion, the scientist distinguishes type A, in which narrators have the form of 1st person, who is a participant in the textual world, and type B is characterized by form of the 3rd person. The last type has specific mode depending on the use of the consciousness of the characters to broadcast events, if consciousness is involved, then it is a mode of reflector, if not, then it is a narratorial mode. In addition, types A and B, according to the modal criteria, have the following varieties: positive (set on cooperation with the reader), neutral (narrative modality is practically absent) and negative (the presence of «alienation words») (*Simpson, 2005 : 51*). The spatial and temporal point of view provides access to the artistic reality that unfolds throughout the narrative and helps to define the character in his world, providing an overview perspective for the reader (*Simpson, 2005 : 14*). However, «the spatial and temporal orientation in a text is just one manifestation of the psychological disposition of the focalizer» (*Simpson, 2005 : 14*). According to P. Simpson, the technique that straddles the gap between spatial and temporal, and psychological perspectives is the speech and thought presentation (*Simpson, 2005 : 19*).

According to P. Simpson's classification, the psychological points of view presented in the analyzed stories belong to type B, since both narrators tell the story from the third person perspective, but they have different modes.

4. Point of view in O. Havrosh's story

The story «The Adventures of the Thrice Famous Robber Pyntia» reveals the life and activities of a famous historical figure, who is considered the Ukrainian Robin Hood, Hryhor Pyntia, and therefore T. Kachak defines its variety as an adventure-historical-biographical story, since it combines «artistic biography, historical truth and fiction, adventure type of plot and compositional structure» (*Kachak, 2018 : 138*). The development of the hero is presented from birth to fame, and the principle of depicting the character clearly demonstrates the connection of this text with legends and tales about opryshky.

The point of view presented in the story belongs to type B narratorial mode, because the narrator tells the story mainly outside the consciousness of any of the characters: *Не тепер і не колись, а, мабуть, ще в ті часи, як сам цісар під стіл пішки ходив, не в чужій країні, а в зеленій Верховині народився у селі Три Пеньки нічогенький хлопчик – десь так кілограмів зо п'ять буде. Назвали його Григором на честь небіжчика діда – відомого баляндрасника і весільного старости* (*Havrosh, 2016 : 5*).

The main form of conveying the thoughts of the characters is direct thought, marked with quotation marks and the author's words: *«І чого я такий дурний? – **міркував Пинтя**. – Справді, якийсь виродок, а не дитина! Най би собі бабці силу дістали! Мені що – шкода? А я би собі щось інакше придумав!» **Далі глипнув на квіти, які від таких пригод трохи прим'ялися**. «Ба ні! – **обережно засунув їх за пазуху**. – Цікаво, що ж за силу дає оте чортове зілля?» – **широко позіхнув, заклав руки за голову та й вирішив трохи спочити*** (*Havrosh, 2016 : 16–17*); *«Уже мене Бог побив з одним помічником – Люципером! – **подумав Пинтя**. – Коли мене б'ють, то він завжди в холодку відлежується. Добре, що хоч лупцювати не допомагає!»* (*Havrosh, 2016 : 62*); *«О, та се ж буде мій перший подвиг! – **раптом прийшла йому в голову щаслива думка**. – Покарати пана Бебекала та ого економа, кровопивцю Шикароша, - хіба се не славне розбійниче діло?»* (*Havrosh, 2016 : 62*). Such choice helps to give a special expressiveness to the figure of the narrator, since he does not convey other people's thoughts, that is, he is not an interpreter for the reader, but as if he perceives them on a level with him. The selection of linguistic means in the introductory sentences for direct thought allows author to create ironic shades. The narrator's comments in the form of interrogative sentences perform various functions, in particular, establishing communication with the implicit reader, structuring the presentation of events, focusing the interlocutor's attention on a particular thought: *Пинтя **уважно слухав свого старшого побратима і старався його наслідувати**. Адже він теж недавно з драбини гепнувся. **Може, всі після такого падіння стають диваками?** /«Наша доля й так уже написана на небесах, то нащо їй противитися?» – запитував не раз Янко, здіймаючи догори сині, як волошки, очі. /За ним зводив погляд на небо Пинтя, вдивляючись у **хмари так, що аж в очах рябіло**. «Цікаво, і що там написано? І де? Принаймні я нічого не бачу. Треба в Янка навчитися грамоти», – вирішив він* (*Havrosh, 2016 : 24*).

Sometimes free indirect speech is used to convey internal speech, which is indicated by interrogative and exclamatory sentences, usage of pronoun *він*: *А на серці все одно було тривожно. **Що тепер сей кровопивця зробить з Янком? Ой, не попустять Причмеленому панського непослуху! Дарма він не пішов з ним на полонину!*** (*Havrosh, 2016 : 30*). Describing a character, the narrator uses irony to highlight some of the character's traits: *Пинтя об'ївся полонинських чорниць, аж йому губи посиніли від їхньої беручкої барви. А далі ліг собі на травиці, закрив від сонця лице крисанею та й задрімав. **Мав він одну дуже гарну рису: нічим довго не журився**. Як казав Янко Причмелений, **добре бути***

дурним та міцним. / Не знати, скільки спав наш герой, але збудив його вітрик, який шугав полониною (*Havrosh, 2016 : 31*).

The portrayal of negative characters involves the selection of linguistic means that clearly demonstrates the narrator's assessment of this person. For example, the portrait of Bebekalo looks grotesque, as it expresses a subjective vision of himself as respectable and noble, but his impression is far from the reality: *Його милість пан Бебекало мешкав у Трьох Пеньках, хоч до його маєтності належало ще дев'ять сіл в окрузі. Він уважав себе людиною дуже культурною, начитаною і передовою. Навіть грав у шахи і писав листи до столиці, хоча й з помилками. Тому щиро гадав, що всім його підданим вельми пощастило з таким господарем*(*Havrosh, 2016 : 63*). The use of free indirect speech, that presents the character's value system through linguistic means, gives it an ironic shade: *Той щось намагався пояснювати, кричав у вікно панові, але Бебекало заткнув вуха пальцями, аби нічого не чути. А то, не дай Боже, його добре серце не витримає і змилоститься. А це дуже зле не тільки для його господарства, але й для хлопа. Бо хлопів, як і скотину, треба тримати в дисципліні. Інакше з них будуть харцизяки, розбійники, зарізяки, а не піддані його милості* (*Havrosh, 2016 : 65*).

The spatial and temporal position of detached contemplation allows the narrator to highlight the cruelty and immorality of Bebekalo: *Івася схопили за ноги і під несамовитий крик занурили у гноївку. Він витикав голову, аби дихати, але його знову і знову впихали в бочку, поки він таки не наковтався темної смердючої рідини. З усіх свідків цієї сцени весело реготав лише Бебекало. Решта дворових сумно споглядала на знущання над кухарчуком* (*Havrosh, 2016 : 67*).

In the section «How Pintya and baron have a dinner», the construction of the narrative, which mainly consists of the interrogative sentences of the narrator with emotional and evaluative particles, fulfills the function of establishing a connection with the reader. In addition, it conveys a space-time perspective of the movement and development of events, paying attention to unusual details, thanks to this, the intrigue of the story gradually increases: *Ба, що це за чудо? Що за дивовижа? Де таке видано? Де таке чувано? Їдуть розбійники посеред білого дня битим шляхом*(*Havrosh, 2016 : 139*); *Ба, куди так гордо їде це товариство, що за ним повсюди стільки війська женеться? Чи часом не до маєтку барону Чмирика? – А й справді, до нього./ Ба, що це у світі коїться? Сам барон на воротах стоїть і низько опришкам кланяється, а гайдуки мало честь їм не віддають*(*Havrosh, 2016 : 140*); *А все село з такого дива аж очі витріщає. Чи це барон уже розбійником став? Чи навпаки – може, Пинтю в барони записали?*(*Havrosh, 2016 : 143*).

Thus, the choice of such narrative perspective is dictated by the genre features of the story and the ability of this form to produce an ironic effect.

5. Point of view in Z. Menzatiuk's story

Zirka Menzatyuk's adventure story «Wild Summer in the Crimea» describes the adventures of the girl Natalochka during the summer holidays in the Crimea. Here she finds new friends – Crimean Tatars: a girl Asiia and a boy Abdul, with whom she searches for their family heirloom, a precious silver belt. The main character learns about the history of the expulsion of the Crimean Tatars in 1944, Tatar customs, and the Tatar language. The narrator of the analyzed story should be classified as a type B mode of reflector, since all the events of the text are depicted through the perspective of the main character. The main form of conveying thoughts and internal speech is free indirect speech, it is «a special syncretic way of conveying

someone's speech that combines the features of direct speech (in content) and indirect speech (in form)» (*Shytyk, 2014 : 391*). The direct speech there is represented by interrogative and exclamatory sentences, the indirect speech there is manifested by a pronoun in the third person. Those features help to identify the effect of shortening or increasing the distance between the reader and the main character Natalochka. The characteristic feature is the presence of introductory sentences that signal the thoughts, experiences, and emotional state of the hero of the story: *Потім Наталочка ще довго прислухалася до нічних звуків, **зводячи докупи сьогоднішні загадки**. Зустріч з Антипком, незрозумілі есемески. Хто послав їх? Невже Антипко? Він преспокійно міг написати про сову. Але їй не вірилося, що то він. Радше навпаки. Він хотів зіпсувати їхній відпочинок. І, може, це якраз він, сам чи з батьком – старим чортом, завалили їхній намет? А тепер заховались у темряві і вдоволено потирають руки?* (*Menzatiuk, 2020 : 27*); *Наталочка **здригнулася.** Який пекельний розум це придумав – забирати жінок і дітей, руйнувати домівки, поки чоловіки на фронті?!* (*Menzatiuk, 2020 : 32*); *Їй треба було все **обміркувати**./ Хто викопував шкуринки? Напевно ж не Асіє з Абдюлем. Не так вони вчора поводилися. І не вони ходили вночі біля наметів, цуплячи ковбасу* (*Menzatiuk, 2020 : 48–49*). The predominance of these forms in the text indicates that the author encourages the reader to take the side of the main character, to empathize with her, to see the world from her perspective.

The use of free indirect forms to convey the character's inner speech and thoughts gives the story subjectivity, it marks the child's view on things, circumstances and other people, showing it from the inside position. Researchers believe that the reason for this is that for everyday communication the norm is the form of direct speech, and for the expression of thoughts it is free indirect thought (*Leech, Short, 2007 : 276*). Because the thoughts of other people are not subject to external observation, therefore the form of direct thought in the text looks more artificial than indirect forms (*Leech, Short, 2007 : 277*).

The form of free indirect thought is used to convey girl's emotional reactions: *Наталочка слухала мов **заворожена.** Сумна розповідь **зворушила її**, а все ж десь глибоко-глибоко **бриніла щемка радість: Скарб є!** І вони мусять знайти його. Щоб бодай цим відновити справедливість*(*Menzatiuk, 2020 : 54*); her evaluation of other characters: ***То були чесні і добрі люди, ті її сусіди. На чужу коштовність вони не посягнули б**. Отже, пояс потрапив сюди, в село над морем. Але чи встиг старий ювелір сховати його? Чи надійно сховав? Чи не забрали коштовність енкаведисти?* (*Menzatiuk, 2020 : 54*). *Невеличка Халіде ступала стежкою упевнено й легко, наче гірська кізка. **Хороше дівчатко ця Халіде**. Не надокучала, до розмови не втручалася, ще й **он яка спритна!** Видно, звикла до гірських стежок. **І Асіє хороша**. З нею легко доходити згоди. Коли приїде Северин, їм буде добре усім гуртом* (*Menzatiuk, 2020 : 56*); *Щоб визнати свої помилки, потрібна мужність. У Северина вона є. **Він чудовий хлопець!*** (*Menzatiuk, 2020 : 123*); the girl's reasoning about the cultural differences between people: *Абдюль не розумів одного: як батьки дозволили їй самій бігти нічним лісом?/ Наталочка тільки здвигнула плечима. Бувають ситуації, коли про дозвіл краще не питати. Тільки, мабуть, **не варто говорити про це Асіє й Абдюлеві, вони інакше виховані*** (*Menzatiuk, 2020 : 89*). *Наталоччині очі засяяли. Це були найкращі слова, сказані за сьогодні! **Вона кинулася б Абдюлеві на шию** і, мабуть, **поцілувала б його з великої радості, тільки не знала, як сприйме це татарський хлопчик*** (*Menzatiuk, 2020 : 89*).

The story is enriched with a large amount of additional information, in particular, there are mentioning of historical facts and figures, descriptions of the nature of Crimea, a lot of Tatar words. In order to avoid the monotony of the narrative, the writer constructs a dialogue

that provides dynamism through the introduction of interrogative sentences and replica-answers to them, it allows to connect organically additional information with main narration: *Наталочці аж дух перехопило. Скарб був. Отже, її здогади правильні!/ Асіє розповіла про все по порядку. То була коштовність її прабабусі Гульнари – тієї, яку вивезли. Прабабуся походила з роду ювелірів. Ювеліром був її батько, її дід, її прадід – і так багато поколінь.* **Вони жили в Бахчисараї, – чи Наталочка знає, що таке Бахчисарай? То давня татарська столиця, колись там жив хан.** *Він дуже цінував своїх майстерних ювелірів, тому подарував їм гору в Бахчисараї, що вони на ній селилися і виготовляли знамениті татарські філігранні прикраси* (*Menzatiuk, 2020 : 50*).

A distinctive feature of adventure works is the reproduction of dangerous situations in which the heroes should find the solution. The use of free indirect forms makes it possible to convey a peculiar state of the stream of consciousness at the moment when these events occur. Contextually incomplete sentences, exclamatory sentences with a verb in the imperative mood or an adverb indicating the manner and direction of action serve as linguistic means of such effect. These units help to present abruptness of thinking, quick change of attention focus, instant analysis of an extreme situation: *Не гаючись, кинулася в улоговину.* **Знайшла в наметі ліхтарик і побігла на протилежну гору. Вище, вище стежкою!** *Навколо темні сосни, мов кошлаті страховища.* **Не дивися на них!** *Різко шарпнуло за футболку. Напевне, зачепила держидерево. Заболіла подряпина.* **Вперед, далі!** *Світло ліхтарика металося стежкою, наче наляканий метелик.* **Бракувало дихання.** *У грудях аж пекло.* **Далі, ще трохи!** *Ось і зелений паркан. Наталочка щосили затарабанила у хвіртку*(*Menzatiuk, 2020 : 81*); *А темно ж як…То неправда, що їй не страшно. Вона сама-самісінька. Якщо перестріне хтось недобрий…***Не думати про це! Швидше. Але не бігом. Тільки не бігти!** *Хоч темрява ззаду хапає кошлатими лапами…/ Біля моря жевріють далекі міста. Від їхнього світіння на душі стає спокійніше. Світло ліхтарика біжить попереду. Держаки лопат боляче давлять у плече./ Ось нарешті і західний пагорб. Цікаво, лисичка приходила?* **Нема коли дивитися! Мерщій в улоговину!** (*Menzatiuk, 2020 : 82*).

The free indirect forms make it possible to bring the reader closer to the inner world of the character, to evoke empathy. In our opinion, it is the main communicative task of type B mode of reflector point of view.

6. Conclusion

In summary, having analyzed the relationship between the type of point of view and the forms of transmission of thoughts and speech in the selected stories, it should be noted that these categories are interdependent, since the corresponding form of speech and thought presentation prevails for the realization of a particular point of view. The type B narratorial mode is characterized by the use of direct forms to convey thoughts, it distances the reader from the character, giving the narrator space for ironic comments. As for the type B mode of reflector, the free indirect form is important, because it, on the contrary, shortens the distance between the reader and the character's experiences, and allows the reader to see them from the side of the main character.

We see the prospect of further research in exploring the specifics of point of view in Ukrainian texts for children and youth of the detective genre.

References

1. Havrosh O. (2016). Pryhody trychi slavnoho rozbiinyka Pynti [The Adventure of three-famous robber Pyntia]. Ternopil : Navchalna knyha – Bohdan. [in Ukrainian].

2. Kachak T. Tendentsii rozvyntku ukrainskoi prozy dlia ditei ta yunatstva pochatku XXI st. [Trends in the development of Ukrainian prose for children and youth of the beginning of the 21st century]. Kyiv : Akademvydav.

3. Kvantaliani N. (2014). Variations and Effects of Speech and Thought Presentation on the basis of Short Stories by Contemporary Women Writers in English. International Journal of Humanities and Social Sciences. Vol.8. No. 8(1), 30–36.

4. Leech G., Short M. (2007). Style in Fiction: A Linguistic Introduction to English Fictional Prose. Great Britain : Pearson Education Limited.

5. Menzatiuk Z.(2020). Dyke lito v Crymu [Wild Summer in Crimea]. Kyiv : A-BA-BA-HA-LA-MA-HA. [in Ukrainian]

6. Short M.(2013) Exploring the Language of Poems, Plays and Prose. London and New York : Routledge.

7. Simpson P. (2005). Language, Ideology and Point of View. New York : Routledge.

8. Shytyk L. (2014). Synhronna perehidnist syntaksychnyh odynyts v ukrainskiy literaturnii movi [Synchronous transivity of syntactic units in the Ukrainian literary language]. Cherkasy : vydavets Chabanenko Yu. [in Ukrainian]

9. Stephens J. (2004). Linguistics and stylistics. In Hunt P. (eds) International Encyclopedia of Children's Literature (pp. 99–111). London and New York : Routledge.

RESEARCH DEVELOPMENT OF PARADIGMATIC RELATIONS IN PHRASEOLOGY

Lamiya Ibrahimova

Postgraduate Student, Lecturer at the Department of Humanities,
Institute of Linguistics and Mingachevir State University, Azerbaijan
orcid.org/0000-0002-1101-5086

Summary

Language is a historical and social phenomenon. The phraseological system of each language was formed as a result of historical evolution and became a system. Despite the fact that phraseological research started in the second half of the 20th century, there has always been an interest in fixed combinations and their position in the language system. The speakers of the language conduct communicative relations at the level of uzus, that is, in a form that the society will understand and understand. The speech differs in its freer character than the uzus. But this difference has a certain range, and communicative relations take place within this range. In our study, the phraseological system of the Azerbaijani and Russian languages is the object of research in the diachronic and synchronic plan. The main goal of writing the article is to provide a scientific analysis of the research conducted so far on paradigmatic forms of phraseological combinations, to explain the theoretical problems of paradigmatic forms of phraseological combinations in comparable languages. During the research, literature analysis, analysis and synthesis, induction and deduction methods were used in different languages.

Key words: language, phraseology, research, paradigmatic attitude.

1. Introduction

Characterization of paradigmatic relations of phraseological signs is one of the most urgent problems of modern phraseological theory. Phraseological combination differs from ordinary nominative as the second nominative unit. This difference is related to the unique functionality of phraseological units. Researching the paradigmatic relations of phraseological units in languages with different systems is an urgent problem in Russian and Azerbaijani linguistics. The analysis of the phraseological paradigms of the Russian and Azerbaijani languages within the framework of general system regularities has a logical character. Structuralism imposes exactly such demands on linguistic research. In phraseology, paradigmatic relations determined by the mental and ideal character of language phenomena occupy a certain place. System-structural linguistics is based on the theory of signs developed and formed over a long historical period. System-structural linguistics is by no means isolated. It is very important to examine the problems of system-structural linguistics at the level of general phraseological paradigmatic concepts.

2. Main text

The main principles of the study of the language system, including phraseological paradigms, were presented in Ferdinand de Saussure's book "General Linguistics" and the works of his successors. In phraseology, paradigmatic relations determined by the mental and ideal

character of language phenomena are defined. In Ferdinand de Saussure's "General Course of Linguistics", systemic relations are presented as universal relations. The universal nature of these relationships creates a language system. On the basis of both attitudes, there is a system-creating regularity that does not depend on the systematicity of the language and the nature of specific systems. It is a well-known fact that order is important for any sum to be considered as a system. This arrangement is made by the native speaker and is based on known signs.

System-structural linguistics is by no means isolated. In our opinion, it is necessary to investigate the problems of system-structural linguistics at the level of general semiotic concepts. From this point of view, the views of Ch.S. Pierce are interesting. A scientist tries to explain the difference between a fact of consciousness, a real thing and reality. Thus, the fundamental features of the fact of consciousness are explained and its relation to the collective consciousness is revealed. Here the duality - dichotomy of language and speech investigated by Sössür is explained. Thus, the characteristic features of semiotic systems are clarified in Peirce's theory *(Piers, 2000: 104–108)*.

When talking about paradigmatics in language, C. Lyonz explains it through distribution. C. Lyonz defines distribution as a set of texts that are associated as one or another language unit. The language system has a configurational character *(Lyons, 1978: 86-90)*. In this regard, E. Benvenist notes that the linguistic system uses the improvement of very few language signs *(Benveniste, 1974: 73–79)*.

In the diachronic plan, the phraseological paradigms of the Azerbaijani and Russian languages were formed historically and developed semantically and structurally towards the modern era. In the synchronic plan, the research of the phraseological paradigms of the Azerbaijani and Russian languages is an urgent problem. Some researchers of phraseology call not all fixed combinations in the language, but some of them phraseological expression *(Tagiev, 1966: 39–41)*.

Phraseological phrases are such ready-made parts of speech in a language that it is usually not acceptable to change the words that have separate meanings inside them. According to tradition, the meaning they carry depends on the overall meaning and syntactic structure of their components. Such expressions are not corrected, they are used in the language.

Phraseological paradigms have existed in language, including Azerbaijani and Russian languages, since ancient times. However, the study of phraseological expressions as a scientific problem mainly coincides with the end of the 19th century, especially the 20th century *(Saussure, 1977: 123–124)*. The study of phraseology as a scientific problem is associated with the name of the French scientist Charles Ballin in linguistics. Charles Bally explores this problem in his book "French Stylistics". Charles Bally writes about the characteristics of phraseological paradigms in French: "Some words tend to be more related to each other than to others. A fixed combination in the language is called a phraseological expression. We call those that retain their relative independence and are formed with the participation of words "phraseological group", and those whose elements are completely related to each other "phraseological conjunction" *(Bally, 1955: 87–89; 80–85)*.

Baudouin de Courtenay called phraseological compounds indivisible stable compounds. The scientist approached phraseological paradigms in the Russian language from a structural point of view. Baudouin de Courtenay, who accepted language as a system, considered language units to be special structures of different linguistic levels. He called phraseological paradigms "syntactically undivided regular expressions with sentence structure and phrase structure" *(Baudouin, 1963: 54–58)*.

Professor M.T. Taghiyev was the only scientist at that time who proposed to study the phraseological paradigm within the framework of the language system. According to M.T. Taghiyev, phraseologism should be studied in the network of the language system, in the configuration set of the language. According to this theory, the system configuration consists of a phraseological paradigm and its scope *(Tagiev, 1966: 68–72)*.

Professor M.T. Taghiyev wrote about phraseological paradigms: "Being one of the linguistic sciences, the task of phraseology is to study only the word combinations related to the language structure. The understanding of the subject of phraseology in the sense of special linguistics differs from the understanding of this issue in the sense of linguistics, especially literary studies *(Tagiev, 1966:56)*. M. T. Taghiyev's theory of phraseological coverage opened a completely new page in this field. The scientist's creativity stimulated the investigation of phraseological paradigms in a new aspect. Not only the structural-semantic features of phraseological paradigms, but also the peculiarities of these paradigms realized in the cognitive linguistic context aroused interest.

The theory of phraseological coverage found its supporters not only in Azerbaijan, but also in other countries. However, the method of researching phraseological units within the system configuration mainly belonged to Azerbaijani scientists. Professor M.T. Taghiyev's theory of phraseological coverage is also followed in the works of another Azerbaijani scientist F.H. Huseynov. F. Huseynov examines phraseological combinations in a diachronic aspect *(Guseynov, 1977: 96–100)*. A scientist who investigates the problem of the core and scope of meaning in phraseological paradigms mainly achieves his goal. At this time, the influence of historical factors on the evolution of the semantic structure of the phraseological combination is investigated *(Guseynov, 1977: 31–38)*. Thus, M. T. Taghiyev examines the verb phraseology of the Russian language from a synchronic aspect, and F. N. Huseynov from a diachronic aspect.

Cognitive phraseology considers it necessary to study the expression of culture in language. Thus, cognitive phraseology examines the mutual expression of language and thinking at the cultural historical level of the people. Language is understood not only as a means of communication, but also as an expression and manifestation of the people's culture. This attitude towards language is mainly related to the theory of the German scientist V. Humboldt. According to Humboldt's theory, the evolution of language is related to the "soul of the people". According to the scientist, each language reflects the spirit, history, culture, and ethnic psychology of the people to which it belongs. The environment that surrounds us is reflected in language units. This reflection is called cultural connotation. The semantics of the language reflects the values of the national culture *(Humboldt, 1984: 85–90)*.

The problem of phraseological paradigms in Azerbaijani linguistics began to be investigated starting from the second half of the 20th century. It is true that, in the textbook written by Bekir Chobanzadeh together with F. Aghazadeh at the beginning of the century, while providing information about the divisions of linguistics, the term idiomatism, which was widely used in phraseology at that time, was also mentioned along with the terms semiology and stylistics. However, of course, this cannot be called the study of phraseology *(Chobanzade, 1929: 144–145)*.

S. Jafarov's article dedicated to the idioms of the Azerbaijani language and M. Huseynzade's book "Modern Azerbaijani language" made an attempt to investigate phraseological problems for the first time *(Huseynzade, 1973: 21–24)*.

Thus, phraseology in Azerbaijani linguistics became an object of research only after the second half of the 20th century. In 1954, Professor M. Huseynzade studied phraseological combinations of the Azerbaijani language in the textbook "Modern Azerbaijani Language". The scientist did not set himself the goal of a comprehensive study of phraseology.

Only the researches of M. Huseynzade stimulated the creation of new researches in this field *(Huseynzade, 1973: 60–68)*.

In 1963, A. Gurbanov's monograph "Phraseology of the Modern Azerbaijani Language" was published *(Gurbanov, 1963: 26–30)*. A. Gurbanov even included some pieces from dramatic works in his phraseology. The author also considered some phrases from the drama "Vaqif" by Samad Vurgun to be a fixed combination. According to the scientist, the main criterion for a stable combination was the memorability and repetition of phrases. Of course, it is difficult to agree with all this.

In 1978, H. Bayramov's textbook "Fundamentals of phraseology of the Azerbaijani language" was published. This work was written on the basis of rich and diverse phraseological material *(Bayramov, 1978: 40–70)*. This work of H. Bayramov was a serious step in the history of the study of the phraseology of the Azerbaijani language. In this work, the important problems of the phraseology of the Azerbaijani language were involved in a comprehensive study, and a new word was said about stable combinations.

3. Conclusions

Phraseological combination is the second nominative unit and differs from ordinary nominative. This difference is related to the unique functionality of the phraseological combination. The study of phraseological units of different languages within the framework of general system regularities has a logical character. The language system is constantly evolving. In this regard, a strong connection between words and phraseological units is observed. Phraseology is closely related to word creation from this point of view. In addition to semantics, each phraseological unit is related to morphology and syntax. Paradigmatic forms of some phraseological units are equivalent to words in terms of their meaning and are directly related to morphology. Word combinations can become paradigmatic forms of phraseological combinations if they have a single meaning of the whole, syntactic and lexical indivisibility, stable word order, and characteristic word creation of its components.

References

1. *Bally Sh. (1955) General linguistics and questions of the French language. M., 294 p. (79).*
2. *Bayramov H. (1978) Basics of phraseology of the Azerbaijani language. "Maarif" publishing house, Baku, 173 p. (12).*
3. *Baudouin de Courtenay. Selected works on general linguistics. v. 1, M., 1963, 341 p. 95.*
4. *Benveniste E. (1974) General linguistics. M., 310 p. (88).*
5. *Chobanzade B., Aghayeva F. (1929) Turkish grammar. Baku, 214 p. (23).*
6. *Gurbanov A. (1963) Phraseology of modern Azerbaijani language. Baku, 382 p. (40).*
7. *Guseynov F. (1977) Russian phraseology. Baku, 284 p. (128).*
8. *Huseynzade M. (1973) Modern Azerbaijani language, Baku, (35).*
9. *Humboldt V. (1984) Selected works on linguistics. M., 354 p. (124).*
10. *Lyons J. (1978) Introduction to theoretical linguistics. M. Progress, 540 p. (167).*
11. *Piers I.S. (2000) Logical foundations of the theory of signs. St. Petersburg, 368 p. (191).*
12. *Saussure F. (1977) Works on linguistics. M., Progress, 240 p. (206).*
13. *Tagiev M.T. (1966) Verbal phraseology of the modern Russian language (experience in the study of phraseological units in the environment). Baku, 320 p. (217).*

CEREBRAL HEMISPHERES FUNCTIONAL ASYMMETRY IN THE EDUCATION OF NATURAL SPECIALTIES AND HUMANITIES STUDENTS

Oksana Ikkert

Ph.D., Assistant Professor, Ivan Franko National University of Lviv, Ukraine
e-mail: oksana.ikkert@lnu.edu.ua, orcid.org/0000-0002-4893-7340

Tetiana Korol

Ph.D., Assistant Professor, Ivan Franko National University of Lviv, Ukraine
e-mail: tetiana.korol@lnu.edu.ua, orcid.org/0000-0003-4533-9772

Summary

The functional asymmetry of the human brain hemispheres (motor, sensory and mental) reflects the difference in the distribution of neuropsychological functions between its right and left hemispheres. Both hemispheres are involved in the implementation of any types of mental activity or regulation of vegetative physiological processes, but each of them provides different aspects of this activity and some processes domination. Persons with left-hemisphere and right-hemisphere thinking differ in the features of perception, analysis, and reproduction of information, which is important in the process of students' educational activities.

That is why the aim of this investigation was to conduct a comparative analysis of the types of the brain hemispheres dominance in students of natural and humanities education who study at the biological and philosophical faculties of the Ivan Franko National University of Lviv and proposed methodological approaches for development and activation both (left and right) brain hemispheres.

Methods used in the study: determining the coefficient of functional asymmetry of the brain; general scientific (analysis and synthesis), methods of theoretical research (from abstract to concrete).

It was shown that most of the student are dominated by the left brain hemisphere but organizing of the educational process needs to use methods of educational activities aimed at the development and activation both (left and right) brain hemispheres.

Key words: morphological asymmetry; sensory asymmetry; mental asymmetry, motor asymmetry; student educational activities, control the quality of learning; methodological approaches to teaching.

1. Introduction

The cerebral hemispheres functional asymmetry is one of the conditions necessary for the higher nervous activity of a person processes realization. Although the right and left brain's hemispheres generally have a similar structure and symmetrical projections of sensory pathways, each of them is characterized by morphological features and specializes in the implementation of certain functions of the cortex of the large hemispheres. Using the method of intrauterine fMRI of the fetus was found that the functional connectome (a collective set of functional

connections in the brain) is formed in the prenatal period from the 20th to the 40th week of gestation and further determines the adult motor and cognitive behavior *(Cara et al., 2022; De Asis-Cruz et al., 2021; Turk et al., 2019)*.

Morphological and functional asymmetry of the cerebral hemispheres is present not only in humans, but also in many animals at different levels of biological organization *(Gómez-Robles et al., 2016)*. A comparative morpho-functional analysis of the brain hemispheres of humans, chimpanzees and rhesus macaques revealed the most asymmetric connections in the frontal, parietal and temporal cortex of the human left hemisphere, which may be the anatomical (structural) basis for language development and tool using. Asymmetric connections between the inferior parietal cortex and the motor cortex of the human brain apparently related to hand activity *(Cheng et al., 2021; Neubauer et al., 2020; Wan, 2022)*.

All manifestations of functional asymmetry of the cerebral hemispheres are divided into three groups: motor, sensory and mental. Motor asymmetry is related to the peculiarities of the motor activity of the right and left parts of the body and is a set of signs of inequality in the functions of the muscles of the arms, legs, halves of the body and face in the formation of general motor behavior. Many studies are devoted to motor asymmetry, namely manual asymmetry. According to the leading hand, people are divided into right-handed (with dominance of the left hemisphere), left-handed (with dominance of the right hemisphere) and ambidextrous (with equally developed hemispheres). The study of manual asymmetry is important from many aspects, in particular, it is useful for improving (optimizing) professional training and work organization of people in those specialties that require significant motor activity of the upper limbs.

Sensory asymmetry (sight, hearing, taste, smell, and touch) consists in the fact that the central parts of the analyzers in the right and left hemispheres of the brain perceive the information coming to them from the senses differently. Attention to the study of sensory asymmetry, primarily auditory and visual, is constantly growing, which is due to rapid changes in modern society, which is becoming more and more information-saturated, and therefore a person in his daily educational or professional activities has to quickly and qualitatively process significant amounts of information.

Mental asymmetry is manifested in the unevenness of the functions of the large hemispheres of the brain in the process of mental activity, which includes emotional manifestations, perception, thinking, consciousness, speech, etc. *(Behosh et al., 2021)*.

In 95% of men and 80% of women, the left hemisphere of the brain is usually dominant *(Arslan, 2016: 75)*. It provides analytical activity, comprehension of oral and written language *(Ries et al., 2016)*, expression of thoughts in words, implementation of mathematical calculations and fine motor skills. So, the left hemisphere specializes in verbal-symbolic functions, while the right hemisphere is responsible for the spatial-synthetic functions of the brain: perception of space, gestures accompanying speech, recognition of familiar objects.

The functional activity of the cerebral hemispheres studied by specialists in various fields of biology and medicine: anatomists, physiologists, neurologists, psychiatrists, narcologists, sports medicine doctors and rehabilitation specialists, as well as specialists in humanitarian field's – psychologists, linguists, teachers, etc.

2. Organization of investigation

In the work, 92 students aged 17–20 studying at the biology and philosophy faculties of the Ivan Franko National University of Lviv were examined, among them 80 women and 12 men (uneven gender distribution is due to the predominance of girls in these specialties).

All research participants had no health complaints. Functional asymmetry of the cerebral hemispheres was assessed by determining the coefficient of functional asymmetry of the brain *(Nevedomska, 2010)*. To do this, each participant of the experiment performed a series of 12 tests aimed at assessing motor and sensory asymmetry, and marked the result of each test with the letter L or R in the case of left or right half of the body, respectively. In the absence of predominance, the test result was marked with the letter B (both).

The calculation of the asymmetry coefficient (CA) was carried out according to the formula:

CA = [(ER – EL) / (ER + EL + EB)] x 100%, where: ER is the number of tests in which the right half of the body predominates in performing the task; EL – the number of tests in which the left half of the body prevails; EB – no advantage. According to the coefficient of asymmetry, the following groups were distinguished: ambidextrous – 0 – 9%; low CA – 10 – 55%; high CA – 56 – 100%. Negative values of the asymmetry coefficient indicate the dominance of the right hemisphere of the brain.

3. Prevalence of brain hemisphere dominance among students

The aim of the work was to provide methodological approaches for teaching the discipline "Physiology of the central nervous system and higher nervous activity" to students of the Faculty of Biology majoring in "Biology" and "Secondary Education (Biology and Human Health)" and to students of the Philosophy Faculty majoring in "Psychology" of the Ivan Franko National University of Lviv, depending on type of dominant hemisphere of the brain.

As the result of the research conducted, the majority of students (75.1%) of both sexes, regardless of the chosen profile (natural or humanitarian), revealed the dominance of the left hemisphere, which is fully consistent with generally known data, as well as the fact that the average level of functional asymmetry prevails *(Susanti, 2018)*. As can be seen from Table 1, the average level of functional asymmetry with the dominance of the left hemisphere was 65.2% of students. Dominance of the right hemisphere was found in only 2.2% of students. Quite unexpected was the fact that almost 21% of students were ambidextrous according to the test (Table 1).

Table 1

Distribution of natural and humanities students according to the coefficient of hemispheric asymmetry

n=92	LH Dominance			Ambidextrous	RH Dominance
	Low	Medium	High		
Asymmetry coefficient (M±m)	16,6±0,20	42,29±1,84	76,36±1,36	2,37±0,84	-6,08±5,92
%	6,5	65,2	5,4	20,7	2,2
N	6	60	5	19	2

During a detailed analysis of the functional asymmetry of the hemispheres, depending on the chosen profile, it was found that among students of both natural and humanities education, the same tendency towards the predominance of an average level of functional asymmetry with the dominance of the left hemisphere (tables 2; 3), however, with some predominance of such students among natural scientists (79% among biology students versus 62% among psychology

students). At that time, ambidextrous and individuals with right-hemisphere dominance were more common among psychology students. In particular, 25% of students who chose psychology had equihemispheric dominance, while only 5% of biologists were equihemispheric (Tables 2, 3).

Table 2

Distribution of biology students depending on the type of functional hemispheres asymmetry

n=19	LH Dominance			Ambidextrous
	Low	Medium	High	
Asymmetry coefficient (M±m)	16±0	35,36±3,45	75±0	9±0
%	10,5	79	5,25	5,25
N	2	15	1	1

As for the dominance of the right hemisphere, in our study this type of functional hemispheric asymmetry was observed in only 2 psychology students, which is 2.2% of all studied students and 2.7% of the total number of psychology students.

Table 3

Distribution of psychology students by the type of the hemispheres functional asymmetry

n=12	LH Dominance	Ambidextrous
	Medium	
Asymmetry coefficient (M±m)	47±4,33	0
%	83,8	16,2
N	10	2

It is known that the left hemisphere is better suited for verbal and analytical processing of information and the right hemisphere is better suited for processing information in a visual-spatial-holistic way. Verbal functions of the left hemisphere underlie analytical thinking. Visual-spatial functions of the right hemisphere provide imaginary thinking processes (figurative thinking).

The left hemisphere, which is mainly involved in analytical processes, operates with discrete concepts and a sequence of individual symbols, and therefore it can be called logical. On the contrary, the right hemisphere works with whole constructions, with sensory images that provide a whole analogous description of the world.

The unity of such two main aspects as the functional asymmetry (or specialization) of the cerebral hemispheres and their interaction ensures the mental activity of a person. Interhemispheric organization of mental processes is the most important psychophysiological characteristic of brain activity. The ability to correctly diagnose the dominance of a student's hemisphere and to choose a strategy of educational and cognitive activity corresponding to these features will contribute to the most efficient organization of the educational process.

4. The influence of cerebral hemisphere dominance on learning

What information can a teacher get, knowing about the individual profiles of the functional asymmetry of the student's brain hemispheres?

Individuals with the dominance of the left hemisphere of the brain (with a left-hemisphere type of thinking) have a tendency to abstraction and generalization, linguistic and logical character of cognitive processes, high concentration, concentration of attention, deep and accurate reproduction of factual material, however, they may have difficulties when necessary to independently complete tasks, feel discomfort, if you need to show ingenuity, creativity *(Kuchmenko, 2009)*. For the successful educational activity of such students, the teacher must provide clear, specific, preferably written instructions, analyze the details during the explanation, repeat new material for better assimilation, arrange individual tasks to test knowledge.

Students with a right-hemisphere type of thinking are prone to creativity and the concrete-figurative nature of cognitive processes, and therefore experiments, practical activities, especially in groups, and emotionally colored presentation of material are effective during learning.

Students with an equihemispheric type of thinking, in which the right and left hemispheres work synchronously, quickly assess the situation and make decisions, and therefore have the opportunity to be successful in various organizational scenarios.

Individual features of the functional asymmetry profile of the cerebral hemispheres determine the adaptive capabilities and psychovegetative reactions of students in different periods of educational activity.

Such data allow teachers to apply an individual approach to students during their studies at the university in order to form a complex of knowledge in their specialty and preserve the health of students.

"Physiology of the central nervous system and higher nervous activity" is one of the basic discipline for students majoring in "Biology", "Psychology" and "Secondary education (biology and human health)", as it reflects the relationship between the biological and mental components of the body's functioning, characterizes the physiological the basics of mental processes, innate and acquired forms of behavior and integrating functions of the nervous system in the processes of adaptation to changing environmental conditions, including anthropogenic and social factors.

5. Examples of the methodological approaches

Both secondary education and academic education with its high degree of complexity and specialization are mainly aimed at the development of the left hemisphere, to some extent neglecting the development of the right hemisphere of pupils and students.

Discreteness of perception (in parts), rationality, prognostication, consistency, analyticity, audisticity (the leading role of auditory analyzer), dominance of abstract-logical thinking and orientation towards symbolic verbal-digital and formula coding of information are characteristic of left-hemisphere individuals. This type of perception and processing of information causes high indicators of the development of verbal intelligence and a tendency to theoretical and analytical activities. Left-hemisphere students have a large memory capacity, actively use arbitrary memory, and require repeated repetition and memorization to memorize.

Right-hemisphere people are characterized by such features of the processes of perception and processing of information as syntheticity (integrity), deductiveness, complexity, nonlinearity, spontaneity, visualism (the leading role of the visual analyzer), the dominance

of visual-figurative and visual-action thinking. The consequence of this is high indicators of the development of non-verbal intelligence, ease of spatial orientation, inclination to practical activities. The right hemisphere ensures an even distribution of attention, not its focusing and concentration, and the process of memorization mainly occurs during practical human activities.

The cited differences in the perception and processing of information by individuals with left- or right-hemisphere dominance indicate that it is important for left-hemisphere students to apply a discrete approach to learning, that is, the inductive method "from part to whole". In working with right-hemisphere students, on the contrary, it is necessary to use the deductive method of learning "from the general to the specific".

The use of the inductive method when studying a topic is especially useful when the material is mainly factual or related to the formation of concepts, the content of which can become clear only during inductive reasoning. For left-hemisphere students, it is advisable to offer calculation and situational problems that are solved by the inductive method, especially when the teacher considers it necessary to independently lead students to learn more general-ized concepts, mechanisms, laws, etc.

The dominance of the right hemisphere determines the propensity for creativity, con-crete-figurative nature of cognitive processes, divergent (aimed at developing as many options as possible for solving a problem) thinking. Right-hemisphere students benefit from formulat-ing tasks that require the identification of consequences from some more general propositions. To control the quality of the knowledge of such students, it is advisable to use closed-type tasks with the choice of one correct answer from among four or five proposed options, tasks to establish correspondence (or to search for logical pairs) between the proposed elements, filling in tables, supplementing diagrams, etc.

So, for example, when studying the topic "Physiology of the visual sensory system" in working with students with a left-hemisphere type of thinking, the teacher can use tasks, namely:

Task 1. For a hyperopic patient in 2.3D, the distance to the point of near vision (punctum proximum) is 52.3 cm. Calculate the width of accommodation. Round the result to the nearest tenth and specify the units of measurement.

Task 2. Calculate the size of the projection of an object on the retina of the eye, which is 4.1 cm high and located at a distance of 38.2 cm. The distance from the nodal point to the retina is 17 mm. Round the result to the nearest tenth and specify the units of measurement.

In advance, the teacher provides an algorithm for performing actions, explains the nec-essary basic concepts.

When working with right-hemisphere-dominant students, you can use closed-ended test questions to choose the correct answer from a set of proposed answers, for example:

Test 1. What is the adaptation of the eye to a clear vision of objects at different distances called?
1) hypermetropia;
2) refraction;
3) myopia;
4) accommodation;
5) anomaly.

Test 2. Rays reflected from an object are focused in front of the retina. What is this type of eye refraction anomaly called?
1) Emmetropia;
2) Myopia;
3) Hypermetropia;

4) Amblyopia;

5) Astigmatism

Since there are students with dominance of one or another hemisphere or lack of dominance in the classroom at the same time, it is advisable to select different types of tasks for consolidating the studied material and quality control of knowledge to enable all students to realize their abilities in accordance with individual psychophysiological characteristics.

As for the relationship between the type of hemispheric asymmetry and task performance, there are some contradictions. According to Everts et al. *(Everts et al., 2009)*, greater language lateralization as determined by functional magnetic resonance imaging (fMRI) correlated with higher verbal IQ. Chiarello et al. *(Chiarello et al., 2009)* used visual hemifield paradigms to assess language lateralization and found a positive correlation between the degree of lateralization in these tasks and reading skills. On the other hand, according to the data of other researchers, task performance deteriorates with increasing asymmetry. For example, individuals with less lateralization perform better on a face discrimination task than more lateralized individuals *(Ladavas & Umilta, 1983)*. Similar results were observed when subjects simultaneously performed two cognitive tasks (face recognition and lexical decision) *(Hirnstein et al., 2008)*.

Among the students who participated in our study, the clear majority are left-hemisphere dominant, and the level of dominance corresponds to the average. Such students are inclined to perceive facts, examples and make generalizations based on them, as well as to move from theory to using knowledge in a laboratory class during experiments, solving problems, solving open-ended problems, orally answering detailed questions.

Of course, developed intelligence involves the coordinated interaction of the left and right hemispheres, and therefore interest in educational activities, a specific topic, discussion of different points of view, establishing differences in processes (properties, signs, etc.), which are compared with each other, activates the work of the right hemispheres, which will only contribute to the achievement of learning goals, regardless of which type of hemisphere dominance the student belongs to. Based on the data we received, we should talk about the use of inductive or deductive teaching methods, about deductive and problem-based explanation of the topic, about reproductive or search-based practical work, which stems from the didactic goal that the teacher sets for himself at a certain stage of the lesson. Although there are far fewer right-hemisphere students than left-hemisphere students, the teacher should also use teaching methods and techniques to mobilize the capabilities of the right hemisphere. During the explanation of the material, it is, for example, a consideration of the process in its development, dynamics with a detailed visualization of all stages, and not just their enumeration with a short definition, but for independent processing of the material by students – the use of project technologies.

6. Conclusion

So, despite the fact that most students are dominated by the left brain hemisphere, organizing of the educational process needs to use methods of educational activities aimed at the development and activation both (left and right) brain hemispheres.

References

1. Arslan, O. E. (Eds. Puri, M. et.al.) (2016). *Computational basis of neural elements. Artificial neural network for drug design, delivery and disposition. Chapter 3. Elsevier Science. P. 75.*

2. Behosh, N. B., Bakalets, O. V., Dzyha, S. V. (2021). *Funktsionalna asymetriia holovnoho*

mozku: psykhofiziolohichni aspekty [Functional asymmetry of the brain: psychophysiological aspects]. Visnyk medychnykh i biolohichnykh doslidzhen – Bulletin of Medical and Biological Research, 1 (7), 107–111 [in Ukrainian].

3. Cara, M. L., Streata, L., Buga, A. M., Iliescu, D. G. (2022). Developmental brain asymmetry. The good and the bad sides. Symmetry, 14 (1), 128.

4. Cheng, L., Zhang, Y., Li, G., Wang, J., Sherwood, C., Gong, G. et al. (2021). Connectional asymmetry of the inferior parietal lobule shapes hemispheric specialization in humans, chimpanzees, and rhesus macaques. eLife, 10: e67600.

5. Chiarello, C., Welcome, S. E., Halderman, L. K., Leonard, C. M. (2009). Does degree of asymmetry relate to performance? An investigation of word recognition and reading in consistent and mixed handers. Brain and Cognition, 69 (3), 521–530.

6. De Asis-Cruz, J., Barnett, S.D., Kim, J.H., Limperopoulos, C. (2021) Functional connectivity-derived optimal gestational-age cut points for fetal brain network maturity. Brain Sci. 11, 921.

7. Everts, R., Lidzba, K., Wilke, M., Kiefer, C., Mordasini, M., Schroth, G. et al. (2009). Strengthening of laterality of verbal and visuospatial functions during childhood and adolescence. Human Brain Mapping, 30 (2), 473–483.

8. Gómez-Robles, A., Hopkins, W. D., Schapiro, S. J., Sherwood, C. C. (2016). The heritability of chimpanzee and human brain asymmetry. Proc. R. Soc. B: Biological Sciences, 283 (1845): 20161319.

9. Hirnstein, M., Hausmann, M., Güntürkün, O. (2008). The evolutionary origins of functional cerebral asymmetries in humans: Does lateralization enhance parallel processing? Behavioural Brain Research, 187 (2), 297–303.

10. Kuchmenko, O. B. (2009). Indyvidualno-biolohichni vlastyvosti uchniv ta yikh vplyv na formuvannia motyvatsii do navchalnoho protsesu [Individual and biological properties of students and their influence on the formation of motivation for the educational process]. Aktualni problemy navchannia ta vykhovannia liudei z osoblyvymy potrebamy – Actual problems of education and upbringing of people with special needs, 6 (8), 278–287 [in Ukrainian].

11. Làdavas, E., Umiltà, C. Do laterality measures relate to speed of response in central vision? Brain and Cognition, 2 (2), 119–128.

12. Nevedomska, Ye.O. (2010). Vplyv koefitsiientu funktsionalnoi asymetrii mozku uchniv na yikhnii temperament [The influence of the coefficient of functional asymmetry of the brain of students on their temperament]. Visnyk psykholohii i sotsialnoi pedahohiky. Zbirnyk naukovykh prats – Bulletin of psychology and social pedagogy. Collection of scientific papers, 2. Retrieved from http:www.psyh.kiev.ua [in Ukrainian].

13. Neubauer, S., Gunz, H., Scott, N. A., Hublin, J-J., Mitteroecker, P. (2020) Evolution of brain lateralization: A shared hominid pattern of endocranial asymmetry is much more variable in humans than in great apes. Sci Adv, 14; 6 (7): eaax9935.

14. Ries, S. K., Dronkers, N. F., Knight, R.T. (2016). Choosing words: left hemisphere, right hemisphere, or both? Perspective on the lateralization of word retrieval, Ann N Y Acad Sci., 1369 (1), 111–131.

15. Susanti, S. (2018). Brain hemisphere function of male and female english department students of stkip-mb: neurolinguistics perspective. Journal of Language Education Development, 1, №1, 31–40.

16. Turk, E., Van den Heuvel, M.I., Benders, M.J.,de Heus, R., Franx, A. et al. (2019) Functional connectome of the fetal brain. J. Neurosci. 39, 9716–9724.

17. Wan, B., Bayrak, S., Xu, T., Schaare, H. L., Bethlehem, R. A. I., Bernhardt, B. C. et al. (2022). Heritability and cross-species comparisons of human cortical functional organization asymmetry. eLife, 11: e77215.

FILM ADAPTATION OF LITERARY WORKS AS A SPECIFIC TYPE OF INTERSEMIOTIC TRANSLATION

Hanna Khutorna

Lecturer, Dnipro University of Technology;
Postgraduate Student, Oles Honchar Dnipro National University, Ukraine
e-mail: hannakat335@gmail.com, orcid.org/0000-0002-0391-8920

Summary

This paper deals with the problem of the phenomenon of intersemiotic translation in the field of film translation, which provides recoding of a work from one sign system to another. The process of intersemiotic translation has certain features and creates a special system of relations between the literary source and its film adaptation. Intersemiotic translation represents the field of new linguistic processes, as they tend to create different interpretations of signs. During the process of translating a literary work into the language of cinema, the skills and emotions of the actors play a significant role, as well as the ability of the director and screenwriter to identify the key elements of the literary piece that must be translated effectively into the language of film. Methods used in the study: a comparative method (contrast of lexical, grammatical and phonetic phenomena in English and Ukrainian), a descriptive method, and a method of observation.

Key words: intersemiotic translation, film adaptation, cinematic translation, cinematic language, verbal language, cinematic text.

1. Introduction

Today cinematography is probably the most widespread form of art, and thanks to modern technical achievements we have the opportunity to watch foreign films which were successfully translated into Ukrainian.

The term "cinematic translation" usually refers to the translation of the texts of artistic and animated films, as well as TV series. However, we are not always dealing only with the translation of the film text from one language to another. Over the last century, specific polycodal systems have emerged, which are based on a combination of texts of different semiotic nature, and therefore, along with the phenomenon of film translation, the phenomenon of intersemiotic translation appears, i.e., the recoding of a piece of art from one sign system to another *(Jacobson, 1959: 233)*. One of the results of the intersemiotic translation process is a film adaptation. R. Jakobson defines film adaptation as a type of intersemiotic interpretation *(Jacobson, 1959: 234)*, while U. Eco in his works defines it as "transmutation" *(Eco, 2000: 50)*. Since film adaptation, as an act of intersemiotic translation, provides broader possibilities for interpreting the original work, the relationship between the literary source and its film adaptation requires greater attention from researchers, especially considering the development of new trends in the film industry. Therefore, research in this field is currently relevant, particularly due to the insufficient number of theoretical and practical works by national researchers dedicated to this problem.

The aim of the research is to identify and analyze the peculiarities of intersemiotic translation based on an adapted literary work.

When Jakobson introduced the idea of intersemiotic translation, it opened up infinite possibilities for studying the relationships that different art forms enter into. However, it also required a change in perspectives regarding questions of fidelity to the original work and its status. By using the term "transmutation" to describe translation between different information sources, Eco highlighted five main characteristics of it:

1. Adaptation ensures the harmonious coexistence of the original and target texts in the cultural sphere, where they mutually support each other. For example, "the adaptation of a musical work for ballet involves the simultaneous presence of music (the source text) and choreographic action (the target text)" *(Eco, 2000: 100)*.

2. Adaptation can manipulate the source. For instance, the adaptation of a musical work can radically recontextualize the source according to the author's interpretation *(Eco, 2000: 101)*.

3. Adaptation can sometimes show what was not directly expressed in the original text. For example, a film adaptation may add audiovisual details to better convey the design, clothing, or chromatic nuances of a character or story that were not envisioned in the literary source *(Eco, 2000: 101–103)*.

4. Adaptation can emphasize a specific aspect of the original that the adapter wishes to highlight. For example, in the process of adaptation, a novel may be selected for its narrative level while disregarding the preservation of its stylistic aspects *(Eco, 2000: 89)*.

5. Adaptation can be perceived as an entirely new work. For instance, viewers may not necessarily evaluate an adaptation by comparing it to the original text, but instead focus on how the adaptation translates the source using different semiotic languages *(Eco, 2000: 90)*.

Intersemiotic translation operates on different "descriptive levels", allowing for the selection of relevant aspects from the original work and reproducing them in the translation. Thus, the relevant properties of certain aspects are transformed into new materials and processes. For example, the linguistic aspects of a literary work (rhythmic, syntactic, or psychological) are transformed into the dynamics of movement, spatial organization, lighting design, costumes, scenography, and so on.

2. Cinematic and verbal languages

Film adaptation as a special type of intersemiotic translation involves transforming a verbal text into an audiovisual one. The Encyclopedia of Contemporary Ukraine *(Ekranizatsiia. Entsyklopediia Suchasnoi Ukrainy)* provides the following definition of film adaptation: the interpretation of literary, dramatic, and poetic works through the medium of cinema. From a semiotic perspective, such transformation necessitates the intersemiotic incorporation of codes from other sign systems, specifically the use of film language. The visual and expressive elements of film, such as framing, the spiritual content of the frame, acting, editing, musical accompaniment, etc., significantly differ from the artistic devices of verbal art.

The issue of the cinematic language was relevant even during the silent film era. In the 1910s–1920s, the notion of film language appeared as a universal phenomenon, free from any conventions and therefore superior to verbal language. In the 1960s–1970s, a new stage in the exploration of film language began, influenced by structural linguistics and semiotics. A notable contribution to the study of these problems was made by Christian Metz (1931–1994), a French expert in film theory and semiotics. Metz identifies two main differences between cinematic language and verbal language: the signs of verbal language are considered conventional signs

according to contemporary linguistics (as symbols according to Charles Peirce), while cinema operates with iconic signs *(Metz, 1974: 50)*. This led to the notion that cinematic language is an autonomous system that does not yield to verbal language in terms of universality.

However, this theory was criticized. Later, a new idea of the similarity of structures between verbal language and all other sign systems, including cinematic language, emerged. The theory of triple articulation of cinematic language arose, contrasting with the double articulation of natural language. According to Umberto Eco, cinematic language appears so rich and unusual compared to verbal language that encountering it is like a two-dimensional creature encountering the third dimension. Eco suggests abandoning the illusion of interpreting film reality as primary and instead attempting to identify the conventions and rules on which film language is based. In his view, iconic signs are weak and unstable codes limited by the frames of individual perception. An iconic sign corresponds not to a single word but to an utterance in verbal language. For example, an image of a person does not simply mean "a person" but rather "an elderly European man wearing a hat", and so on *(Eco, 2000: 45)*. Any image undergoes a series of consecutive transcriptions, a complex and repeatedly mediated process that can hardly be considered an unconditional substitute for the object it represents.

Olha Lyntvar suggests the following main points regarding the comparison of the cinematic language with the natural verbal language:

1) the notion of the conventional nature of visual representation implies a return to the idea of structural similarity between film language and verbal language but at a new level;

2) the idea of multilevel encoding of iconic signs suggests that the cinematic language is not simpler or more universal than the verbal language; rather, it is characterized by a higher degree of conventionality;

3) not every communicative act is based on a language similar to verbal language, such as images.

Cinematic language fundamentally differs from the language of literature. From a semiotic perspective, signs of natural language are conventional signs, while signs of film language are iconic signs. Even every natural object within a frame carries a specific meaning that is inseparably linked to the main idea the director seeks to convey to the audience through various filmic techniques.

3. Typology of film adaptations

The reinterpretation of a literary work for film adaptation inevitably gives birth to a new work of art that begins its own life in the cultural environment for which it is intended. The accessibility of broader possibilities for interpreting the original work during the creation of a film adaptation is, on the one hand, due to the necessity of adding a visual component to the story composed of the thoughts and experiences of the characters. However, filmmakers use the novel as a basis for their own work, sometimes manipulating the chronology of events presented in the novel, adding new events, and paying special attention to the musical accompaniment in order to tell a slightly different story. This approach can be influenced by the specifics of communication and the means of conveying meaning in literature and cinema, as well as differences in the target audience of the author and the filmmakers.

If a certain degree of linguistic equivalence is a necessary prerequisite for quality translation, adaptation is more focused on socio-cultural context and creativity. "The process of adaptation is now seen as a creative practice that depends on the socio-political context that influences adaptation, and the film industry, which is the driving force behind it" *(Perdikaki, 2016: 171)*.

Thus, translation ceases to be seen as a one-sided process dominated by the original. A film based on a book is a unique work of art that involves "multilevel dialogues" *(Naremore, 2000: 67)*.

However, of course, such a complex process is regulated by certain laws and principles that govern the adaptation of a literary work.

Questions about the principles of adaptation have been asked since ancient times. At the beginning of the century, the tasks of "cinematic illustration" and "cinematic staging" were divided. For the former, it is important to depict the literary work on the screen without transforming it into another form, without changing the composition, system, and characteristics of the characters, or the content of individual parts. Cinematic staging is the transformation of literary material into a new form of organic film dramaturgy, closely related to its literary original, which is reproduced using cinematic expressive means. Recently, the term "adaptation-interpretation" has been used to denote the essence of the concept of "cinematic staging".

Estonian researcher P. Torop *(Torop, 2013)* identified the following types of adaptations based on their relationship with the literary source:

1. Macro-stylistic adaptation, which has dominance in the text or its formal features. The authors of such films do not strive for literal conformity to the literary text, while preserving the framework of the text, its main characters, the relationship between plot and storyline, and the narrator (even in cases when it changes). Significant importance is given to the stylization of the chronotope.

2. Literal adaptation, based on information and content. In such films, an attempt is made to present the content in as much detail as possible and even provide commentary if necessary. For this purpose, the technique of a voice-over narrator is often used; filmmakers strive for accuracy in costumes, furniture, tableware, etc.

3. Micro-stylistic adaptation primarily focuses on a specific character. It involves a psychological deepening of the character and allows for deviations from the plot and chronotope. An example of this is Akira Kurosawa's film "Throne of Blood" (1957), based on William Shakespeare's "Macbeth". The events of this film adaptation of the play are transposed to 16th-century Japan.

4. Quotation adaptation, where the dominant element is the motif. Such films are close to the first type, but their connection to the original is weaker. At the level of motifs, adaptation can encompass not only a specific text but several works by one author, united by a leitmotif of creativity.

5. Thematic adaptation primarily preserves the theme of the literary work, which can be either archaic or modernized. An example is the film "Stolen Happiness" *(directed by A. Donchyk, 2004)* – a modern version of Ivan Franko's famous play. The action is moved to the beginning of the 21st century, the classical foundation is filled with contemporary realities, and the tragedy is transformed into a melodrama. The soundtrack for the film was created by the leader of the legendary Ukrainian band "Okean Elzy", S. Vakarchuk.

6. Descriptive adaptation starts with a conflict and seeks to enhance and generalize this conflict through all available means as a descriptive film. This is achieved through the use of an "associative chronotope".

7. Expressive adaptation, where the dominant element is the genre. Depending on the genre, the text can be freely adapted, modernized, or an attempt is made to create a film that transcends time. Therefore, the degree of proximity to the text varies. For example, George Bernard Shaw's "Pygmalion" was successfully adapted as the musical film "My Fair Lady" (1964).

8. Free adaptation reflects a distinctly individual version of the text. In such films, the style of the translator takes precedence over the style of the original author.

The study of the typology of adaptations provides grounds to argue that for the analysis of a literary text through the prism of cinematography, it is advisable to turn primarily to macro-stylistic and accurate adaptations.

However, "optimal" adaptation is mostly considered when the aim of filmmakers is to create an artistic analogy of the adapted work, translating it into the language of cinema while preserving the main features of the content and style of the source material. In this process, it is natural to abandon literal translation, shorten accompanying plotlines, focus more on the action or spiritual sense of the depiction. A prime example of such a non-literal approximation to the artistic depths of the adapted work can be found in the globally renowned film "Shadows of Our Ancestors" by S. Paradjanov.

4. Main peculiarities of a film adaptation

On one hand, as a form of visual art, film is more explicit, but on the other hand, directors encourage their viewers to actively participate in the process of interpretation. Films combine language, visual imagery, and music. However, it is primarily the actors and their performances that determine whether the film resonates with the emotions of the audience. While books create a conducive environment for describing a character's emotions and beliefs, on screen, the talent of the actor is crucial. An excellent example of this can be seen in the adaptation of Ian McEwan's novel "Atonement" *(Atonement, 2007)*, directed by Joe Wright. It is a war romantic drama co-produced by the United Kingdom and France, starring Keira Knightley and James McAvoy. Since the novel is a kind of symphony that combines love and war, guilt and forgiveness, rich style, and provocation, the director faced quite challenging tasks. However, the film was highly successful, receiving 17 awards and 63 nominations, partly due to the successful adaptation of the literary text to the requirements of cinematography and the film as a whole, as well as the professional cast. But can it be claimed that such success is limited solely to a successful process of intersemiotic translation, resulting in the transmutation of the codes of the literary work into cinematic codes without altering the structural and meaningful elements of the original work?

Before delving into specific examples of the material under study, it is worth determining which type of adaptation (according to P. Torop's classification) the film "Atonement" corresponds to. The original work is a metafictional novel that focuses on the process of unfolding the composition of an artistic work, periodically reminding readers that they are encountering a fictional or partially fictional story, which can be compared to a theater that does not let the audience forget that they are witnessing a performance. A prime example of a metafictional work is a novel about a novelist who writes a novel. This is one of the key elements in "Atonement": the younger sister of the main protagonist, Briony, eventually writes the novel "Atonement", in which she attempts to change the fate of her sister and her lover. Since the main formal characteristics and frameworks of the text are preserved in the adaptation, it is appropriate to classify the film adaptation of the novel "Atonement" as a macro-stylistic adaptation that has a dominant element in the text or its formal features, while the authors of such films do not strive for literal conformity to the literary text but maintain the boundaries of the text and pay attention to the chronotope.

When examining the immediate result of the transition of a work from one sign system (literature) to another (cinema), several main tendencies can be observed:

1. The language of cinema allows for unambiguous representation of certain emotions and feelings that may have been concealed or whose interpretation during the reading of the literary work can significantly depend on the interpreter's personality.

2. At the same time, regarding elements that are not related to emotions and feelings, the adaptation can create new semantic codes or even diminish the significance of certain elements that appear on screen, allowing the viewer to draw their own conclusions about the value and importance of those things.

3. Since the verbal capabilities of film language are narrower than the language of literature, there is inevitably significant text reduction, which can lead to the simplification of certain meanings that the author of the original work embedded in a particular everyday object. However, compensation is possible, allowing the portrayal of the significance of that object, albeit a bit later or in a different shot.

These tendencies can be illustrated with examples from a scene that is crucial in the entire work and, therefore, was preserved during the film adaptation without significant changes or distortions. The mentioned episode depicts the confrontation between the two main characters, Cecilia and Robbie, and their actions that will, in a certain way, lead to significant shifts in their relationship.

The first inevitable consequence of the film adaptation process is the absence of a description of the overall mood that exists between the two main characters, whereas in the literary version of this story, there are quite detailed descriptions of the characters' moods (with particular emphasis on the female character):

Awkwardly, for she still had her cigarette, she picked up the vase and balanced it on the rim of the basin. It would have made better sense to take the flowers out first, but she was too irritable. Her hands were hot and dry and she had to grip the porcelain all the tighter. Robbie was silent, but she could tell from his expression – a forced, stretched smile that did not part his lips – that he regretted what he had said. That was no comfort either. This was what happened when they talked these days; one or the other was always in the wrong, trying to call back the last remark. There was no ease, no stability in the course of their conversations, no chance to relax. Instead, it was spikes, traps, andawkward turns that caused her to dislike herself almost as much as she disliked him, though she did not doubt that he was mostly to blame. She hadn't changed, but there was no question that he had. He was putting distance between himself and the family that had been completely open to him and given him everything. For this reason alone – expectation of his refusal, and her own displeasure in advance – she had not invited him to dinner that night. If he wanted distance, then let him have it (McEwan, 2001: 22).

Незграбно, бо все ще з цигаркою в руці, вона підняла вазу й поставила, притримуючи, на край кам'яної чаші. Розумніше було б витягти спершу квіти, але вона була надто роздратована. Руки мала гарячі й сухі, тож повинна була ще міцніше тримати порцеляну. Робі мовчав, але з виразу його обличчя – силувана, нещира усмішка, стиснені губи – було ясно, що він уже жалкує, що таке сказав. Легше від цього все одно не стало. Саме так тепер найчастіше й бувало, коли вони розмовляли; хтось завжди почувався винуватим, прагнучи взяти назад останні слова. В їхніх розмовах не було легкості, стабільності, неможливо було розслабитися. Зате були шпильки, пастки, незграбні виверти, які примушували її ненавидіти себе майже так само, як і його, хоча вона не сумнівалася, що вина найчастіше лежить саме на ньому. Вона не змінилася, змінився він – тут навіть нема про що говорити. Він встановлював дистанцію між собою і тією родиною, яка завжди була відкрита для нього й давала йому все. І тільки з цієї причини – передчуваючи його відмову і своє незадоволення – вона не запросила його на обід сьогодні ввечері. Хоче дистанцію – нехай йому буде (McEwan, 2008: 25).

As we can see, the author provides an extensive description of the atmosphere of emotional tension that existed between the characters at that moment; in the film adaptation, this description is compensated for by the protagonist's glances, nervous gestures, and a sharp tone

of voice in her conversation with family members when she says that she didn't invite him for dinner. The absence and almost impossibility of translating such a description into a frame certainly deprives the viewer of a complete picture of the relationship between the main characters. However, the language of cinema allows for the visualization of emotions and feelings, which, in turn, enables an adequate interpretation of the meanings embedded by the original author.

The next example (Table 1) of the episode is compositionally a unique development of the plot and is directly related to the characters and feelings of the main protagonists. It is precisely through this example, primarily through the linguistic material, that one can see that the possibilities of the language of cinema are more limited compared to the possibilities of literary language.

Table 1

	Source text (in English)	Translated text (in Ukrainian)
Literary work	Her idea was to lean over the parapet and hold the flowers in the vase while she loweredit on its side into the water, but it was at this point that Robbie, wanting to make amends, tried to be helpful."Let me take that," he said, stretching out a hand. "I'll fill it for you, and you take the flowers.""I can manage, thanks." She was already holding the vase over the basin.But he said, "Look, I've got it." And he had, tightly between forefinger and thumb. "Your cigarette will get wet. Take the flowers."This was a command on which he tried to confer urgent masculine authority. The effect on Cecilia was to cause her to tighten her grip. She had no time, and certainly no inclination, to explain that plunging vase and flowers into the water would help with thenatural look she wanted in the arrangement. She tightened her hold and twisted her body away from him. He was not so easily shaken off. With a sound like a dry twig snapping,a section of the lip of the vase came away in his hand, and split into two triangular pieces which dropped into the water and tumbled to the bottom in a synchronous, seesawing motion, and lay there, several inches apart, writhing in the broken light.	Вона хотіла перехилитися через парапет і, не виймаючи квітів із вази, занурити її боком у воду, але саме в цей момент Робі, прагнучи загладити свою вину, вирішив допомогти. – Давай мені вазу, – сказав він, простягти руку. – Я наберу води, а ти потримай квіти. – Дякую, я сама, – вона вже тримала вазу над фонтанною чашею. Але він наполягав. – Та подивись, я вже тримаю її. – Він і справді міцно схопив її великим і вказівним пальцями. – Твоя цигарка намокне. Витягни квіти. А це вже була команда, якою він намагався утвердити неодмінну чоловічу владу. Сесилію це лише примусило сильніше схопитися за вазу. У неї не було ні часу, ні, безумовно, бажання пояснювати, що занурення вази у воду разом із квітами допоможе надати букетові того природного вигляду, якого вона прагнула. Вона міцно стиснула вазу й крутнулася всім тілом убік від нього. Проте його не так легко було спекатися. З таким звуком, наче хруснула суха гілка, шматочок шийки відломився від вази й розпався у нього в руці на два трикутнички, які впали у воду й, синхронно погойдуючись, пішли на дно і тепер лежали там у кількох сантиметрах один від одного, здригаючись у переломленому світлі.
Film adaptation	– Let me help with that. – No. I'm all right, thanks. – You take the flowers. – I'm all right!	– Дай допоможу. – Я сама. – Тримай квіти. – Я впораюся!

As we can see, the language of cinema primarily appeals to the language of the characters' body, their gazes, gestures, and so on. In this case, the film characters acted in accordance with their literary prototypes, and the outstanding performances of the actors and the ambiguity of their actions left no room for interpretation other than the one embedded in the original work.

However, when it comes to the feelings and emotions of the characters, there may be doubts about different interpretations of the meaning of a certain object in the literary text compared to its portrayal on screen. For example, the antique vase accidentally broken by Cecilia and Robbie, according to the original work, is an extremely valuable item not only in terms of its material worth but also as a cultural artifact, as a remnant that has survived and "experienced" a lot. The father didn't want the vase to be "hidden behind glass," he wanted the family to use it, expressing a desire to "give life" to this ancient object:

Sometime in her teens a friend of Cecilia's father who worked in the Victoria and Albert Museum had come to examine the vase and declared it sound. It was genuine Meissen porcelain, the work of the great artist Höroldt, who painted it in 1726. It had most certainly once been the property of King August. Even though it was reckoned to be worth more than the other pieces in the Tallis home, which were mostly junk collected by Cecilia's grandfather, Jack Tallis wanted the vase in use, in honor of his brother's memory. It was not to be imprisoned behind a glass case. If it had survived the war, the reasoning went, then it could survive the Tallises. His wife did not disagree (McEwan, 2001: 19).

Колись давно – вона ще була підлітком – батьків приятель, який працював у Музеї Вікторії й Альберта, приїздив оглянути вазу й заявив, що вона автентична. Це була справжня майсенська порцеляна роботи видатного художника Герольдта, який розписав її в 1726 році. Ваза майже напевно належала колись королю Августу. І хоча вважалося, що вона значно цінніша, ніж інші речі в домі Толлісів – переважно мотлох, зібраний дідом Сесилії, – проте Джек Толліс хотів, щоб на згадку про його брата вазою користувалися, його дружина не заперечувала. Її не слід ховати під склом. Аргументи зводилися до того, що якщо вона пережила війну, то переживе й Толлісів (McEwan, 2008: 22).

So, the vase holds a certain value that cannot be measured solely in material terms. In a sense, the breaking of this vase signifies something inevitable, tragic, particularly for the people who actually broke it. Such a sign can also be interpreted in the film, but the value of the vase is limited only to its material aspect (without providing evidence for it) due to the absence of information about the history of this artifact. In contrast, in the novel's text, the author once again emphasized the significance of the vase through Cecilia's thoughts that flashed when the fragments fell into the fountain (Table 2).

However, Cecilia's line, *"You realize this is probably the most valuable thing we own,"* suggests that the vase is simply expensive. In other words, all the memories, emotions, associated with this vase, as well as its material value, are condensed into a single line.

This example also illustrates the extent to which the language of cinema differs from literary language. At the same time, we have the opportunity to see how the language of cinema uses emotional and expressive means. In the novel's text, we read:

For a moment he thought she was about to step backward onto the vase, and he raised his hand and pointed, though he said nothing. – Йому раптом здалося, що вона збирається ступити назад, просто на вазу, і він показав на неї рукою, але нічого не сказав. On the screen, we see that Robbie didn't just raise his hand silently; he shouted, "Careful!" with fear that the girl might step on a piece of the vase. Cecilia stiffened and froze in place for a few seconds, while the shards lay directly near her bare feet. This interpretation can prompt the viewer to contemplate the imminent danger, which is reasonably motivated considering the story's plot.

Table 2

	Source text (in English)	Translated text (in Ukrainian)
Literary work	Cecilia and Robbie froze in the attitude of their struggle. Their eyes met, and what she saw in the bilious mélange of green and orange was not shock, or guilt, but a form of challenge, or even triumph. She had the presence of mind to set the ruined vase back down on the step before letting herself confront the significance of the accident. It was irresistible, she knew, even delicious, for the graver it was, the worse it would be for Robbie. *Her dead uncle, her father's dear brother, the wasteful war, the treacherous crossing of the river, the preciousness beyond money, the heroism and goodness, all the years backed up behind the history of the vase reaching back to the genius of Höroldt, and beyond him to the mastery of the arcanists who had reinvented porcelain.* "You idiot! Look what you've done." He looked into the water, then he looked at back at her, and simply shook his head as he raised a hand to cover his mouth. By this gesture he assumed full responsibility, but at that moment, she hated him for the inadequacy of the response. He glanced toward the basin and sighed. For a moment he thought she was about to step backward onto the vase, and he raised his hand and pointed, though he said nothing. Instead he began to unbutton his shirt. Immediately she knew what he was about. Intolerable. He had come to the house and removed his shoes and socks–well, she would show him then. She kicked off her sandals, unbuttoned her blouse and removed it, unfastened her skirt and stepped out of it and went to the basin wall. He stood with hands on his hips and stared as she climbed into the water in her underwear. Denying his help, any possibility of making amends, was his punishment. The unexpectedly freezing water that caused her to gasp was his punishment. She held her breath, and sank, leaving her hair fanned out across the surface. Drowning herself would be his punishment.	Сесилія і Робі застигли, наче вражені громом. Їхні очі зустрілися, і в тій оружній мішанині зеленого й жовтого вона побачила не жах, не вину, а свого роду виклик чи навіть торжество. Їй ще вистачило глузду поставити пошкоджену вазу назад на сходинку і лише тоді осмислити всю вагомість того, що сталося. Вона знала, що не здатна опиратися цьому бажанню, навіть насолоджувалася ним, бо чим похмуріше все це виглядало, тим гірше для Робі. *Її мертвий дядечко, улюблений брат її батька, руїнницька війна, небезпечний перехід через річку, дорогоцінність, яку не виміряти ніякими грішми, героїзм і великодушність, усі ті роки, які стоять за історією вази, сягаючи таланту Герольдта і ще далі – аж до секретів тих умільців, які вдруге відкрили таємницю порцеляни.* – Ідіот! Дивися, що ти наробив. Він глянув у воду, потім знову на неї і лиш похитав головою, прикривши долонею рота. Цим жестом він брав на себе всю відповідальність, але в ту мить вона ненавиділа його за неадекватність реакції. Він ще раз подивився на фонтан і зітхнув. Йому раптом здалося, що вона збирається ступити назад, просто на вазу, і він показав на неї рукою, але нічого не сказав. Тоді почав розстібати сорочку. Вона одразу ж здогадалася, що він хоче зробити. Це нестерпно. Він прийшов у дім і зняв черевики й шкарпетки – гаразд, вона йому тепер покаже. Вона скинула босоніжки, розстебнула блузку, зняла її, розстебнула спідницю, вискочила з неї і рушила до фонтану. Він стояв, поклавши руки на пояс, і зачудовано дивився, як вона, в самій лиш нижній білизні, влазить у воду. Відмовитись від його допомоги, від будь-якої можливості примирення – ось йому кара. Неочікувано холоднюча вода, від якої в неї перехопило дух – ось йому кара. Затримавши подих, вона пірнула, а її волосся розпливлося віялом по поверхні води. Якщо вона потоне – отоді він буде покараний.

Table 2 (continuance)

Film adaptation	– You idiot! You realise this is probably the most valuable thing we own. – Not any more, it isn't. – Careful!	– Ти – ідіот! Це – найкоштовніша річ у будинку! – Тепер вже ні. – Обережно!

We can observe a distinct development of meaning during the translation of such a textual element into a screen frame: *Their eyes met, and what she saw ... was not shock, or guilt, but a form of challenge, or even triumph. – Їхні очі зустрілися, і ... вона побачила не жах, не вину, а свого роду виклик чи навіть торжество.* On the screen, Robbie's emotions can be read not only in his gaze; he smirked, somewhat arrogantly, as if triumphing over Cecilia completely.

The ending of this episode in the novel is quite emotional, but the key point is that the characters avoid looking at each other:

When she emerged a few seconds later with a piece of pottery in each hand, he knew better than to offer to help her out of the water. The frail white nymph, from whom water cascaded far more successfully than it did from the beefy Triton, carefully placed the pieces by the vase. ... Her movements were savage, and she would not meet his eye. He did not exist, he was banished, and this was also the punishment. He stood there dumbly as she walked away from him, barefoot across the lawn, and he watched her darkened hair swing heavily across her shoulders, drenching her blouse. Then he turned and looked into the water in case there was a piece she had missed. It was difficult to see because the roiling surface had yet to recover its tranquillity, and the turbulence was driven by the lingering spirit of her fury. He put his hand flat upon the surface, as though to quell it. She, meanwhile, had disappeared into the house (McEwan, 2001: 27).

Коли вона через кілька секунд виринула з черепком у кожній руці, він збагнув, що не слід допомагати їй вибратися з води. Тендітна біла німфа, з якої вода стікала значно ефектніше, ніж із кремезного Тритона, обережно поклала черепки біля вази. ... Рухи в неї були розлючені, вона уникала його погляду. Він не існував, він був ігнорований – і це теж була кара. Він мовчки стояв і дивився, як вона йде геть від нього, босоніж по траві, і бачив, як із її потемнілого, обважнілого волосся, що ритмічно колихалося, тече на блузку вода. Потім він обернувся й заглянув у фонтан – раптом там є ще один черепок, якого вона не помітила. Проте важко було щось розглядіти, бо збурена вода ще не заспокоїлася, немов ті хвильки й досі котив незримо присутній демон її розлюченості. Робі поклав долоню на поверхню води, наче хотів утихомирити її. Сесілія тим часом вже зникла в будинку (McEwan, 2008: 29).

In the novel, there is a moment when Cecilia and Robbie lock eyes as they both reach for the vase. However, in the film adaptation, a few seconds after Cecilia emerges from the water, they both maintain eye contact, creating incredible emotional tension in the scene and demonstrating the beauty and power, as well as the doomed nature, of both characters. The appearance, emotions, and skillful acting of the actors, among other factors, contribute to the proper realization of this scene on screen.

5. Conclusions

Therefore, during the process of translating from the language of literature to the language of cinema, the skill and emotional expressiveness of the actors, as well as the abilities of the director and screenwriter to highlight key elements of the literary work that must be conveyed in the language of film, play a significant role.

Adapting a work into a film, as a form of intersemiotic translation, is a complex phenomenon, and the final product, the film, is a synthesis of the language of cinema and verbal language, creating new possibilities for interpreting the meanings embedded in the original work. Intersemiotic translation embodies the realm of new linguistic processes, as they tend to generate various interpretations of signs. Furthermore, it entails a pragmatic view of the processes that result from a direct comparison of distinct semiotic systems. Since there are currently few theoretical and practical works dedicated to this phenomenon, further research is relevant and will be conducted.

References

1. Atonement. https://en.wikipedia.org/wiki/Atonement_(2007_film)

2. Atonement. Movie. https://ww1.123moviesfree.net/movie/atonement-5362/watching.html

3. Eco, Umberto. (2000). Experience in translation. University of Toronto Press, 112 p.

4. Ekranizatsiia. Entsyklopediia Suchasnoi Ukrainy [Film adaptation. Encyclopedia of modern Ukraine] https://esu.com.ua/ [in Ukrainian]

5. Jakobson, Roman. (1959). On Linguistic Aspects of Translation, in Brower, On Translation, Cambridge, MA: Harvard University Press, pp. 232–239.

6. Lyntvar, Olha (2015). Linhvostylistychni zasoby vyrazhennia idiostyliu V. M. Tekkereia v oryhinali i perekladi (na materiali tekstu romanu «Yarmarok suiety» ta joho ekranizatsii) [Linguistic means of expressing the idiostyle of W. M. Thackeray in the sourced and translated text (based on the text of the novel «Vanity Fair» and its film adaptation)] Dys. kand. fil. nauk. [in Ukrainian]

7. McEwan, Ian. (2001) Atonement. Jonathan Cape, 371 p.

8. McEwan, Ian. (2008). Spokuta. Novel. Translated from English by Viktor Dmytruk. Lviv, 344 p. [in Ukrainian]

9. Metafiction. Oxford Research Encyclopedia of Literature. https://oxfordre.com/literature

10. Metz, C. (1974). Film Language: A Semiotics of the Cinema. New York, Oxford university Press, 268 p.

11. Naremore. (2000). Film Adaptation. New Brunswick: Rutgers Univ. Press.

12. Perdikaki, K. (2016). Towards a model for the study of film adaptation as intersemiotic translation. Intralinea. https://www.academia.edu/35334562/Towards_a_ model_for_the_ study_of_film_adaptation_as_intersemiotic_translation

13. Spokuta. Film. https://uakino.club/filmy/militaries/611-spokuta.html [in Ukrainian]

14. Torop, P. (2013). The Ideological aspect of intersemiotic translation and montage. Sign System. Studies. 41(2/3). 241–265. https://doi.org/10.12697/SSS.2013.41.2-3.07

NEW CONVERSIVES IN THE ENGLISH SCIENTIFIC AND TECHNOLOGICAL SPHERE

Svitlana Kiyko

Professor, Head of the Department of Germanic,
General and Comparative Linguistics,
National Yuri Fedkovych University Chernivtsi, Ukraine
e-mail: s.kiyko@chnu.edu.ua, orcid.org/0000-0003-4964-7043

Tetiana Rubanets

Candidate of Philological Sciences, Assistant at the Department
of Foreign Languages for Humanities Faculties,
National Yuri Fedkovych University Chernivtsi, Ukraine
e-mail: t.rubanets@chnu.edu.ua, orcid.org/0000-0003-3217-0330

Summary

English as a language of analytical system has a great creative power for the development of conversion, which is highly productive way of word formation. In the framework of transposition theory, we regard the interpretation of conversion as a morphological transposition with a word-forming character. The topic of our study are the new conversives in the English scientific and technological sphere. For the study, 572 examples of neologisms were selected from the dictionaries "The Facts on File Dictionary of New Words", "The Morrow Book of New Words", which presents neologisms of the 1950-1970s, as well as "The Oxford Dictionary of New Words" and "Webster's New World Dictionary of American English", which provide neologisms of the early twenty-first century.

The research shows that conversives to denote new concepts in the space industry prevailed in the 50-70s of the last century, while new developments in the field of science and new technologies are more typical for the beginning of the XXI century. The field of science and new technologies has a higher number of new conversives (86.7%), while the field of space exploration has the lowest growth of conversives (13.3%). Given the uneven distribution of conversives, it can be concluded that conversion is not only one of the ways of replenishing the vocabulary of the language, but also a mean of reflecting the conceptual picture of the world of the English-speaking society at a certain historical period.

Key words: conversion, neologism, science, technology, space industry, linguistic creative potential.

1. Introduction

In everyday life, changes are continuously taking place, which people comprehend in the course of their practical activities and to denote which new concepts arise as elements of consciousness. They naturally require their expression through language, where the word reflects changes in the structure of knowledge about the denoted and partially preserves the experience of previous generations. There is no doubt that the boundaries of language are expanding most

intensively in the field of vocabulary, which leads to the formation of neologisms. "The Encyclopaedia Britannica" defines a neologism as "a) a new word or usage; b) a usual compound word coined by a psychotic and meaningless to the reader" *(www.britannica.com/topic/language/Neologisms#ref1049484)*. All neologisms begin as slang, except in those branches of terminology where there is an established tradition of word coinage or redefinition. We suggest the following definition: neologisms are words and expressions whose appearance in the language is caused by the need to name new realities and to designate new concepts (common and usages neologisms), as well as the need for new expressive means (individual-author neologisms, contextual neologisms, ocasionalisms).

The current level of development of society and the expansion of business and cultural ties with foreign countries require a high level of English language proficiency. It is crucial to understand new words that appear in the language, as well as new trends in language development, in particular, conversion. Following the cognitive view of the nature of language, it can be argued that the world is not reflected directly in language, the world is reflected in consciousness, and consciousness fixes, records, encodes this reflection in conceptual signs. Naturally, not everything perceived and cognised by a person takes on verbal forms. The picture of the world is reflected in facial expressions and gestures, in fine arts and music, in certain rituals. The world picture depicted by a person in his or her imagination is a more complex phenomenon than the linguistic world picture. Nevertheless, the part of the human conceptual world that is tied to language and refracted through language forms is of great interest to linguists, since the study of language is an indirect study of cognition. It is also necessary to realise that the linguistic world picture is not a mirror image of the world, but a world picture, i.e. an interpretation of the worldview, an act of world understanding, which can be likened to a geographical map with states and cities, settlements and areas, entire regions. In this study, we examine neologisms-conversions that have emerged in the scientific and technical sphere of the British version of English.

2. Socio-economic prerequisites for the emergence of new conversives

According to the triad that exists in classical rhetoric, any new word arises as a result of one of three reasons: 1) the need to name things that have not yet been named; 2) the desire for greater expressiveness; 3) the need for beauty, i.e. the aesthetic pleasure of speech *(Ward, 1967: 420–422)*. It can be argued that neologisms arise in the language in accordance with these three reasons.

Transformations of the world picture, which are recorded on the linguistic map, can have completely different forms and different ways of replenishing the vocabulary of a particular language, which is constantly evolving, losing something, but gaining something new instead. This process is quite natural and inevitable. Faced with new phenomena, the realities of the world around us, gaining life experience, developing new ideas, a person feels the need for new words to describe all this. As a result, new words or meanings of words appear in the language.

The question of how long a new word remains a neologism has no clear answer. The frequency of the word's use plays a significant role here: the more frequent it is, the faster it loses its connotation of novelty. Lexicologists and lexicographers consider new words to be units that appear in the language later than a certain time limit taken as the initial one. Each researcher of neologisms decides in his or her own way which time period to take as a basis. Some proceed from the general idea that the sixties were a new era in Western society, as J. Greene in his "Dictionary of New Words" *(Green, 1993)*, and consider the period from the 1960s to the present.

Others analyse the fifty-year period starting from 1941 and ending in 1991, as J. Algeo in "Dictionary of Neologisms: Fifty Years Among New Words" *(Algeo, 1991)*. The public linguistic consciousness reacts to a word as a new one within a few years. However, from the point of view of a person for whom English is not their native language, and for people living outside English-speaking countries, the 20-year period is the time period during which certain words do not have time to lose their novelty for them *(Kiyko, Rubanets 2022: 16–17)*. In addition, this time period allows us to clearly trace the dynamics of the neologism's entry into society and the language system.

The authors of neologism dictionaries usually try to register all newly formed words, but this is not as easy as it seems. During the compilation of a neologism dictionary, it may happen that a word that was of interest as a neologism and was understood by a narrow circle of people suddenly becomes commonly used and universally understood. And vice versa, some neologisms that are registered in dictionaries for the first time will be short-lived in the language. In addition, sometimes we are dealing not with completely new words, but with those that appeared in the language even decades ago, but have only been in the focus of attention for the last two or three years. In some cases, words that were neologisms hundreds of years ago suddenly get a second life and return to the category of neologisms.

All of the above allows us to conclude that the source of neologisms can be either the creation of a new word, reinterpretation of an old word or borrowing of a certain word. According to the ways of formation, we divide all neologisms into five groups: phonological, morphological, semantic, syntactic and borrowing. Words formed by conversion can be classified into two groups: semantic and syntactic neologisms. The new form naturally focuses the listener's attention to a greater extent than the already known one. However, in syntactic and semantic innovations there is a hypothetical speculation that encourages the listener to make an intellectual and emotional effort, i.e. to be creative. Thus, semantic innovations, being weak neologisms in terms of external form, are quite strong in terms of internal form, as they have a strong impact on the communication partner. The use of a new word in speech creates an intellectual tension, with the help of which the listener (reader) is drawn into a common cognitive space. Neologisms make the listener think about the possible, often unusual, meaning of the word, thus creating a cognitive stimulus for communication.

Despite the blurred boundaries of neologisms, we study neologisms-conversions recorded in dictionaries of new words (for certain time periods). It is worth noting that the subject of this section's analysis is primarily the conversion of the N→V and V→N models, since the presence of rather clear morphological markers of their part-of-speech affiliation in nouns and verbs ensures their high word-formation productivity by conversion.

Sharing the views of other researcher on the time period of the perception of the word as a neologism, we single out the 50-70s as a reflection of the life of a person in the mid-twentieth century. This period was marked by enormous changes in society as a result of the Second World War and rapid post-war economic development. This period is also characterised by a huge leap in the social, scientific and technological development of society on a global scale. Describing the beginning of the 21st century as a period marked by another leap in the development of society, we single out the 2000–2020s as an era of advanced computer technology and global cataclysms faced by modern man.

It should be emphasised that previous studies of neologisms in general and neologism conversions in particular have mainly focused on the structural characteristics of this vocabulary. The modern stage of language research sets other tasks for linguists, so the socio-economic, historical and cultural prerequisites for the emergence of neologisms come to the fore.

Thus, the focus of modern language researchers is on the cognitive and discursive features of neologisms. It is from this point of view that the linguistic units under study are considered in the next paragraph.

3. Material and research methods

For the study, 572 examples of conversives were selected from neologism dictionaries "The Facts on File Dictionary of New Words" *(The Facts, 1985)*, "The Morrow Book of New Words: 8500 Terms Not Yet in Standard Dictionaries" *(The Morrow, 1982),* which presents new conversives of the 1950-1970s, as well as "The Oxford Dictionary of New Words: A popular guide to words in the news" *(The Oxford Dictionary, 2010)* and "Webster's New World Dictionary of American English" *(Webster's, 2016)*, which cite the new conversives of the early twenty-first century. The main method of their analysis is semantic interpretation with elements of cognitive discourse analysis. As mentioned above, we distinguish two time periods in our work.

The beginning of the first period, namely the 1950s, was not chosen by chance. The Second World War, which engulfed a number of countries, including English-speaking countries, had a significant impact on their post-war development and, consequently, on the language. The 50-70s of the twentieth century were a significant period of human life, full of various social and political events. It was a time of discoveries in various fields of science and technology, the development of medicine and the emergence of the problem of drug addiction, achievements in nuclear physics and nuclear testing, space exploration and the invasion of marketing, business and the media into society. All of these realities are reflected in the English language, which, like any other developed language in the world, is constantly evolving and enriching.

The 2000–2020s are a modern stage in our lives. The latest computer technologies are now more widely developed than ever before, extraordinary discoveries have been made in the field of science, and people are particularly interested in the political side of our lives, which is reflected in the linguistic picture of the world. It is the comparative analysis of new words formed by conversion within the framework of cognitive discourse studies that clearly reflects the human worldview, the global and at the same time daily changes that have taken place in various spheres of human society.

For a comprehensive study of conversions, the paper uses the structural method, which is a system of methods and techniques used to study language as an integral structural-systemic, hierarchical formation that allows to identify the regularities of the structural organisation of language and the systematics of its elements. The purpose of the structural method is to learn the language as an integral functional structure, the elements and parts of which are correlated and connected by a strict system of linguistic relations. The structural method includes such techniques as oppositional analysis, distributional analysis, analysis by direct components, transformational analysis, component analysis. In the paper, we use structural and descriptive methods to carry out semantic analysis of conversives. The task of the descriptive method involves a detailed description of the units of a particular language, explanation of the peculiarities of their use.

The analysis of dictionary definitions makes it possible to compare the denotative meanings of the conversives and to establish differences in their semantics. Component analysis makes it possible to decompose the semantic structure of conversives into minimal significant units. The semantic-cognitive analysis is used to explain the cognitive processes that determined the formation and development of the semantics of new conversives.

4. Neologisms in the scientific and technical field

Science and technology in the twentieth and twenty-first centuries have become real engines of history, giving it unprecedented dynamism, allowing for a sharp increase in the scale of human production activity, changing the structure and nature of social processes and the entire way of life. The development of physics in the 50-70s, in particular the study of the atomic nucleus, led to the emergence of a number of conversions. For example, the verb *to fussion*, formed by conversion from the noun *fussion* "to split, split, divide", acquired the meanings "1) to divide (of a nucleus); 2) to cause fission (of a nucleus)". The noun *autoradiograph* was converted into the verb *to autoradiograph* with the meaning "to send an autoradiograph".

The English language has a number of words that initially meant only a brand name, then became common words, and then formed the corresponding verbs by conversion. For example, the emergence of the Xerox copier in the 1960s led to the fact that all copiers were called *xerox*, and then the corresponding conversion *to xerox* appeared, meaning "to reproduce on a photocopier, to photocopy", e.g: *Acy Thompson wondered if I would xerox those copies for tomorrow? (Economist, June 1969); Their home study is most often combined with their bedroom and looks more like an office: a computer (sometimes more than one), other office equipment that allow to xerox documents for their personal agenda, etc. (Economist, January 2000).* Nowadays, photocopiers are widely used in everyday business activities, so the noun *xerox* and the verb-converter *to xerox* no longer belong to the layer of neologisms, but have become common words.

Another example is that the verb *to kodak* has come to mean "to take pictures with a Kodak camera", and the noun *Hoover*, referring to a brand of vacuum cleaner, has come to mean any vacuum cleaner and has been used to form the conversion method of the verb *to hoover* with the meaning "to clean with a vacuum cleaner". It has become so ingrained in the English language that it is now synonymous with the word "clean" and is part of the colloquial vocabulary, such as: *I was trying a Hoover and I felt the need to hoover around the shop a bit (New Musical Express, April 2001).*

The twentieth century saw radical changes in the means of communication. The radio, telephone, television, tape recorder, video recorder and, finally, the computer have made the greatest contribution to the creation of the modern world. The idea of the dominant role of electronics and computer science has been developing since the late 1960s. However, it was only in the early 2000s that the term "information society" became established. The boom in computer science and commercial advertising, which portrays the computer as a kind of password to the future, contributed to this in no small part. The rapid development of electronic technologies could not but affect the linguistic map of the modern world. A large number of neologisms-conversions are produced in the sphere of the latest electronic technologies. The first computer is known to have appeared in 1946 in Pennsylvania. Immediately afterwards, a significant number of new terms emerged to denote new realities. There is an interesting trend in this semantic group: most of the neologisms belong to the two time periods we have identified, since, having appeared in the first time period, they became the most used only after 2000 due to the spread of relatively inexpensive personal computers and laptops.

It should be noted that until the early 1990s, i.e. before the advent of the personal computer, this technology was the property of only a narrow circle of people, and therefore the computer language was inaccessible to the vast majority of people. It was only with the widespread use of computers among ordinary users that this vocabulary became common knowledge. For example, the verb *to keyboard* (or its shortened form *to key*), formed by converting the noun

keyboard back in 1961, became most popular in the early 2000s. Its meaning is directly related to the purpose of the keyboard, namely "to enter information into the computer using the keyboard", e.g: *An ATC centre can request the srew to keyboard in data, but most oft he exchanges between ground und aircraft will be automatic (PC World, November 2003).*

The conversive *to boot* was also first recorded as a neologism in the 60s and became the most used in a new meaning associated with the computerisation of society forty years later, in the early 2000s. For example, the new meaning of the verb *to boot* "to start working on a computer by loading an existing system into working memory" stems from the meaning of the noun *boot* "car boot", since the boot is designed to be loaded with any objects. It is also possible that this verb is formed by converting the first part of the compound noun *bootstrap*, which is widely used in the computer industry.

In the 70s, the noun *port* "port, harbour" in computer terminology acquired the meaning "a part of a computer to which another, peripheral part of equipment, hardware (for example, a printer) is connected for inputting and outputting information". The noun with this meaning was later used to form the verb *to port*, which means to transfer software to another system without any modifications, e.g: *We wanted a product that increases our output of systems, and we wanted <u>to port</u> those systems across different enviromnents (Computer Weekly, March 1978).*

The verb *to image*, converted from the noun *image*, has acquired a new meaning "to convert information, data into a graphic representation". It means that a graphic representation in the form of a drawing or graph gives a more visual, vivid idea of a certain object or concept.

The converted verb, derived from the noun *window*, has acquired several new meanings in modern English, both of which relate to computer work. One of the new meanings is "to divide a computer screen into windows/parts", which has been recorded in dictionaries of neologisms since 2005. The second meaning of the verb *to window* is probably derived from one of the modern meanings of the original noun, namely, from the designation of the Windows programme used in a computer network. This is where another meaning of the converted verb *to window* comes into play, namely "to put information into a particular system", e.g: *Roto NT means differentiate approach to window information across an entire organization (Computer Weekly, October 2006).*

The quite widespread noun *network* is also the most widely used in the computer industry and is converted into the verb *to network* with the meaning "to connect together (computers) to form a computer network/communication", e.g: *It's so important to network all components when starting a new programm (Computer Weekly, January 2004).* The verb *to daisy-chain* has a similar meaning, formed by converting the compound noun *daisychain* "wreath (of daisies/ daisies)" into a slightly different sphere of human life. Imagining a daisy having both petals (computers) and a centre or core that connects them (a single controlling device), it is quite easy to deduce the meaning of this conversion "to connect computers (or other electronic devices used in them) in series with each other, which are connected to a single controlling device, forming a kind of chain", e.g: *This allowed for faster connection and disconnection, because there was no need <u>to daisy-chain</u> multiple devices (Computer Weekly, June 2012).* The converted verb *to branch*, formed from the noun *branch*, is also a new word. However, the noun *branch* first acquires a new meaning of "part of a computer", and then this meaning is used to form the meaning of the converted verb to branch "to follow one, two or more computer programmes", such as: *Use the multi decision node <u>to branch</u> programs to multiple outcomes (Computer Weekly, February 2017).*

The use of computers in the music and entertainment industries has also led to the emergence of a number of neologisms. The verb *to noodle* was formed by conversion from the

noun *noodle*, one of the meanings of which is "a musical call sign on radio or television". This conversion has acquired the meaning "to beat absentmindedly, haphazardly on a computer keyboard", e.g: *The operator plays along by hitting keys on the computer's keyboard, and the program seamlessly integrates <u>the noodling</u> into the music; it sounds like yamming with the band (New Musical Express, October 2008).*

The verb *to log* has been in the language for a long time, but one of its meanings is one of the neologisms of the 2000s. For example, the phrasal verb *to log*, converted from the noun log with the meanings "log" and "form (of a device)", has acquired the meaning "to turn on the computer and enter the programme with which one is going to work", e.g: *If you have access to the Internet, <u>log on</u> to www.icnewcastle.co.uk (The Journal, March 2008).* The phrasal verb *to log off* has the same meaning as "to finish working on the computer", e.g: *For the first year he couldn't even <u>log on</u>. In those days he had the personal computer on a table across the office (Independent on Sunday, April 2001).*

An interesting example is the word *hack*. Initially, in the 60s, this noun acquired a new meaning related to the computer industry, namely "using the potential technical capabilities of a computer for fun". At the same time, the verb *to hack* with the same meaning "to make the most of a computer for entertainment" was being formed by conversion, often with illegal intentions, such as: *Ten-year-olds can <u>hack</u> into NATO; a cat can fax to a king (Independent on Sunday, June 2003).* At the same time, the frequently used noun *hacker* was formed, which in the early 2000s became an international word that does not require translation and refers to a computer hacker.

5. Neologisms as a result of conversion in the space industry

A significant place in the linguistic picture of the world of people is occupied by vocabulary denoting the process of space exploration. The military and peaceful use of rocketry went hand in hand, and the arsenal of World War II combat missiles was modified and adapted in the postwar period to launch scientific instruments into the upper layers of the Earth's atmosphere. The most striking achievement of science and technology was manifested during the launch of the first satellite in the history of mankind on 4 October 1957. Spacecraft, in addition to their purely scientific value, have made and continue to make an invaluable contribution to solving many national economic problems. Satellites are used for long-distance telephone, telex and telefax communications and for broadcasting television programmes. Satellites have radically changed the face of modern meteorology. It is therefore quite natural that the neologism *sputnik* appeared in the English language in 1957 at the same time as the new reality was introduced. Almost immediately, this noun was converted into the verb *to sputnik*, meaning "to launch a satellite", e.g: *The spacecraft was sputniked at 10:29 p.m. Moscow time from the Tyuratam launch base in the Kazakh Republic (Independent on Sunday, July 1966).* The launch of the artificial Earth satellite, which became a technological catalyst for the formation of a true global connection of the planetary civilisation, was a symbolic act of the birth of the information age.

The Moon is the only natural satellite of the Earth. In the decade from 1966 to 1976, the United States launched a total of 40 automated space stations to study the Moon. The data collected by the automated machines made it possible to fly a man to the Moon. The first American lunar landing expedition took place on 16 July 1969, with contact with the lunar surface on 20 July. "One small step for a man, and such a huge leap for all mankind" were the first words spoken on the Moon by the crew commander N. Armstrong. In the same year, 1969, the verb *to moonwalk* appeared, converted from the compound base of *moon* and *walk*, meaning "to walk

on the moon, exploring its surface". However, in the late 70s, this verb acquired a new meaning that was not related to lunar exploration at all. The verb *to moonwalk* began to denote the performance of a special kind of dance, a kind of breakdance, when the dancer seems to glide in one place. This is exactly how Michael Jackson, who was incredibly popular at the time, danced, for example: *Jackson has been credited as renaming the „backslide" to the moonwalk and it became his signature move. He would go on to moonwalk during tours and live performances (The Washington Post, May 1979).*

By that time, not all launches to the moon were successful. In this regard, the verb *to moondoggle* (*moon* "moon" + *(boon)doggle* "to do an empty, meaningless thing") even appeared. This verb has come to mean "to explore the moon to no avail" and, more broadly, "to throw money away", e.g: *During the years of Vietnam and the moondoggling the balance of Pentagon prime contracts shifted sharply to the Southern Rim, with the percentages mounting every year (The Washington Post, December 1976).*

The verb *to moonlight*, which is derived from the noun *moonlight*, has acquired new meanings that are indirectly related to the meaning of the original noun, namely: 1) to have a part-time job, usually a second job, without informing the tax police; 2) to perform paid work despite the fact that a person is not officially employed and therefore receives state assistance, such as: *She's been moonlighting as a waitress in the evening (Moran,1989: 77).* Obviously, both of these meanings stem from the association of moonlight with radiance, in which objects have not very clear outlines and can even become completely invisible. Both actions described by the verb *to moonlight* seem to be in the moonlight, i.e. they are unknown or should not be known to the general public.

There is no doubt that in the first decades of the 21st century, space exploration is very active, primarily within the framework of Elon Musk's space programme. However, there have been no such revolutionary discoveries as there were in the middle of the last century, namely the creation and launch of the first satellites, the first human space flight, and the exploration of the Moon. Thus, it was in the mid-twentieth century that the English language vocabulary was actively replenished with a number of words related to space exploration.

6. Conclusions

Quantitative calculations allow us to give a clear picture of the studied conversions in the scientific and technical field. Our study of new conversives from the two time periods showed that their appearance depends on the field under study (see Table 1).

Table 1

Frequency of occurrence of new conversives in different time periods

Industry	1950–70s	2000–2020s	Together
Science and advanced technologies	165	331	496
Space exploration	64	12	76
Together	229	343	572

Conversives to denote new concepts in the space industry significantly prevail in the 50-70s of the last century, while new words in the field of science and new technologies are more typical for the beginning of the XXI century. The field of science and new technologies has a higher number of neologisms (86.7% of examples), while the field of space exploration has the lowest growth of conversives (13.3%).

Despite such low quantitative indicators, conversion undoubtedly remains in the focus of attention of both native speakers and specialists in the field of English linguistics, since the method of word formation, in which a new word is formed without any word-forming means, is not possible in all languages, but is characteristic of English, where the conditions for conversion are most favourable. It should also be noted that in modern English there is a clear trend towards the increasing use of this particular method of word formation.

Taking into account the uneven distribution of new conversives, it can be concluded that conversion is not only one of the ways of replenishing the vocabulary of the language, but also a means of reflecting the conceptual picture of the world of the English-speaking society at a certain historical period. A comparative analysis of neologisms-conversions of the two time periods outlined above shows that new conversives are a kind of reflection of human development in society and the development of the society in which he/she lives, a reflection of achievements in science and technology, a reproduction of the global problems that man faced in the second half of the twentieth century and the beginning of the twenty-first century.

References

1. Algeo J. A Dictionary of neologisms : Fifty years among the New Words (1941–1991). Cambridge : Univ. Press, 1991. 268 p.
2. Green J. Dictionary of New Words. London : Bloomsbury Publ., 1993. 352 p.
3. Kiyko S.V., Rubanets' T.V. (2022). Neolohizmy-konversyvy v anhliys'kiy viys'kovo-politychniy sferi [Conversive neologisms in the English military-political sphere]. Theoretical foundations of philology, pedagogy and psychology with the conditions in wartime : Collective monograph. Institute of professional development. Bratislava : Inst. of Prof. Development. Pp. 115–132. [In Ukrainian].
4. Macmillan English Dictionary : For Advanced Learners. Ed. by M. Rundell. London : Palgrave Macmilla, 2006. 1691 p.
5. The Facts on File Dictionary of New Words. Ed. by H. Lemay, S. Lerner & M. Taylor. 2nd ed. New York : Facts on File, 1985. 163 p.
6. The Morrow Book of New Words : 8500 Terms Not Yet in Standard Dictionaries. Ed. by N. Mager. 1st ed. London : Arco Publishing, 1982. 284 p.
7. The Oxford Dictionary of New Words : A popular guide to words in the news. 3rd ed. Oxford : Univ. Press. 2010. 2096 p.
8. Ward J. Four essays upon the English language. London : 1758. English linguistics, 1500–1800. A collection of facsimile reprints, by R.C. Alston, № 45, The Scolar Press limited 1967.
9. Webster's New World Dictionary of American English. Ed. by Victoria Neufeldt. 5th ed. New York : Macmillan Company, 2016. 752 p.

List of illustrative references

Computer Weekly (1966–2011). Retrieved from: https://www.computerweekly.com
Economist (1950–1979; 2000–2018). Retrieved from: https://www.economist.com
Independent on Sunday (2006–2018). Retrieved from: https://www.independent.co.uk/topic/independent-sunday-0
Moran D. A More Difficult Exercise. London: Bloomsbury, 1989. 243 p.
New Musical Express (1952 – 2018). Retrieved from: https://www.nme.com
PC World (2002–2018). Режим доступу: https://www.pcworld.com
The Journal (1950–1979; 2000–2013). Retrieved from: http://www.journallive.co.uk
The Washington Post (1950–1979; 2000–2018). Retrieved from: www.washingtonpost.com

THE SYSTEM OF MORAL-ETHIC VALUES IN UKRAINIAN NON-RITUAL LYRIC-EPIC FOLKLORE: THE RESPONSIBILITY CATEGORY

Liubov Kopanytsia

Doctor of Philology, Professor, Professor at the Department of Folklore Studies,
Educational-Scientific Institute of Philology of Taras Shevchenko National University
of Kyiv, Ukraine
e-mail: lubovkopanytsya12@gmail.com, orcid.org/0000-0002-8392-8909

Alla Pavlova

Ph.D. in Philology, Associate Professor, Postdoctoral Student at the Department
of Folklore Studies, Educational-Scientific Institute of Philology of Taras Shevchenko
National University of Kyiv, Ukraine
e-mail: Lypen.pavlova@ukr.net, orcid.org/0000-0001-6214-8738

Summary

The article is devoted to the problem of responsibility in non-ritual lyric-epic folklore. The poetic macrosphere of lyric-epic folklore reflects the multifaceted spiritual universe of the Ukrainian ethnic group, mental peculiarities, features of the national character, historical aspects of social development, and various transformational processes. Forms of rational and irrational understanding of the world were revealed in the folklore text, which influenced the formation of a special sociocultural paradigm.

In traditional non-ritual poetry, the world itself, in all its inexhaustibility of interpretations, appears as the center of an axiological system, an unchanging value in man's understanding of all that exists. The broad information content present in the texts of traditional culture contributes to the realization of communicative efficiency, which helps to socialize and differentiate between essential and non-essential. The poetic system of the lyric-epic song represents the features of the structuring of a complex anthropological model. In the collective memory, exceptional events were imprinted, which reveal the actualization in the folk consciousness of precisely the moments of the destructive nature of an individual's irresponsibility for the consequences of his own actions.

The article highlights the concept of "attachment of responsibility": everyone must be responsible for their actions. Through the multifaceted artistic macrosphere of the song, a number of important interpretations of the essence of moral responsibility in the axiological sense are revealed. An irresponsible act causes a corresponding reaction on the part of individual individuals, merging into a general moral and ethical assessment by the entire community.

Thus, through the folklore image of the traditional lyric-epic song, the folklore idea of the uniqueness and uniqueness of human life, which is included in the living memory of other people, their experience and the spiritual world, is transmitted.

Key words: folklore consciousness, moral responsibility, artistic macrosphere, ballad, song-chronicle, image, artistic means.

1. Introduction

The system of moral and ethical values in the Ukrainian non-ritual lyric-epic literature was formed as a result of the synthesis of significant information about the various facets of human existence, relations with other members of society, comprehension of the world – real and desirable, a constant desire to change everything around following the model established in the folk consciousness. The poetic system of folklore text reveals a complex hierarchical structure, which presents important things through comprehension of which an individual can overcome the boundaries of everyday life and hopelessness. Life begins to make particular sense. Moral and ethical values fill not only the physical world but also the spiritual one with true meaning.

The texts of lyric-epic folklore elucidate the moments when a person quits their comfort zone and interacts with the external space and demonstrate challenging vicissitudes of the life of an individual and a community. Works with inherent detailed elaboration, e.g., chronicle songs, demonstrate that moral and ethical values, despite different life circumstances, help a person to hold true to their attitudes, imperatives and ideals, expressing personal self-identity and inner uniqueness.

The issue of responsibility was studied by representatives of various branches of modern science: culture experts, philosophers, sociologists, folklorists, literary critics, namely, O. Vysh-nevskyi, I. Vitkovska, I. Yevdokymova, V. Havryliuk, A. Pavlova, M. Protsenko, H. Razumt-seva, T. Chepulchenko, O. Chikalo, and others.

In the dissertation of the Ukrainian scientist H.I. Razumtseva "Moral and ethical views of the Ukrainian people according to folklore sources: the axiological aspect", it is emphasized that ethnic identification has become the primary form of individualization. Moreover, the foundation is not practical vitality but the spiritual kinship of representatives of the ethnic group, the experience of which is evident during moral activity. At the same time, the subjective need to show the interrelation between group members and belonging to the relevant community contributed to establishing a morality system. It is essential for the present study to identify folk morality as a type of imperative-value consciousness *(Razumtseva, 2004: 10–11)*.

The purpose of the article is to analyze the essence and features of the category of moral responsibility using works of non-ritual lyric-epic folklore.

Methods. *The descriptive method* was applied to analyze the theoretical developments of scientists, the dominants of the axiological orientation of personality presented in the works of non-ritual folklore, and situations of a moral and ethical nature, i.e., manifestations of responsibility and irresponsibility.

The study also relied on the method *of comparative analysis* in the inter-genre analysis of ballads, chronicle songs, and oral narratives, in particular, about the manifestations of internal responsibility, which are interpreted following the representation of special existential events.

The involvement of a wide range of folklore materials collected and published by folklorists of different periods, which contain facts and cultural reflections on the historical progress of Ukrainianness, motivated the application of *the historical-typological method.* The approach assisted in systematizing facts available in the artistic macrosphere of a folklore work and their comprehension in the system of scientific modeling.

2. The issue of moral responsibility in the humanities discourse

In works dominated by artistic typification, the value phenomenon is rendered both at the individual and general levels. G.W.F. Hegel, following I. Kant, proposed considering forms of thinking in conjunction with categories of logic, emphasizing the presence in such forms of inherent category content. The triad of concept–judgment–conclusion is conceptualized by the German philosopher in the system of universal–partial–singular. The singular and the general are represented as the subject and predicate, and the forms of individual thinking become evident within the dialectics of cognitive and logical functions: "He (Hegel) develops the forms of thinking and logical categories not directly from nature, but from human history, primarily paying attention to forms of spiritual activity" *(Protsenko, 2011: 5)*.

The poetic macrosphere of lyric-epic folklore reflects the multifaceted spiritual universe of Ukrainians, mental features, traits of a national character, historical aspects of the development of society, and various transformation processes. The folklore text comprises forms of rational and irrational comprehension of the world, which affect the formation of a specific sociocultural paradigm.

In traditional non-ritual poetry, the world itself, in all its inexhaustibility of interpretations, appears as a center of the axiological system, a uniform value in conceiving all things by a person. At the same time, it is not just the world – it is the world of good, friendship, love, honesty, mercy, justice, fidelity, prudence, peacefulness, etc. *(Vishnevsky, 2006: 128)*. Broad informative nature peculiar to the texts of traditional culture contributes to the implementation of communicative efficiency, which helps to socialize and differentiate the essential and the insignificant.

It is worth noting that understanding the human-society dilemma in the Ukrainian ethnic group is directly associated with spiritual-applied and artistic factors, a set of logically motivated moral-aesthetic imperatives, and the system of images. Worldview, world perception, and world outlook convey aspirations and life meanings. At the same time, outlining life realities, it decodes the secret and helps overcome life troubles, improve the existential essence, and join the structuring of the value model.

The area of moral and ethical values is inextricably linked with the phenomenon of experience. From the standpoint of existential sociology, during the experience of crisis, consciousness crosses the boundaries of rational-abstract comprehension and, finally, singling out senses, accumulates in the existential moment of the experience of an individual being *(Pavlova, 2015: 43)*. The critical and partly fatal situation focuses consciousness precisely on the perception of a particular human reality and eliminates abstract constants that cannot be involved in solving the current problem: "the highest level of authenticity can be considered the identification of a person's consciousness with the immediate experience of own being, that is, existence" *(Melnikov, 2013: 59)*.

One of the essential moral values associated with the experience phenomenon is responsibility, interpreted by modern ethics representatives as the reverse side of freedom, which is "inextricably linked with it and always accompanies it", "the ability to predict the consequences of each action and the aspiration to prevent a potential negative course of events" *(Lozovyi, 2007: 110–111)*. There are two types of responsibility: internal and external. Scientists regard internal one as the attribute of conscience as a moral category since it is the awareness of one's act, understanding of the needs of other community members, respect for their personality, and activities following morality norms. In contrast to internal responsibility, external responsibility is the imposition of some sanctions of the corresponding society on a particular

human act. Under a responsible attitude, a person is aware of the consequences of their activities, and irresponsibility is about arbitrariness, the lack of an analytical approach to what has been done without caring about personal and other people's interests *(Lozovyi, 2007: 110–111)*.

3. The modus of understanding moral responsibility in lyric-epic folklore

The poetic system of a lyric-epic song represents the peculiarities of structuring a complex anthropological model. Exceptional events, which determine actualization in the folk consciousness of the destructive moments of individual irresponsibility toward the consequences of one's actions, were imprinted in the collective memory. For example, in the ballad "Поїхав Лебедюга з панами на війну", ambivalent factors were the reasons for the brutal murder of the husband's wife and mother: blind trust in the mother's lie about the frivolity of the wife and the abrasive character of the young husband. At the same time, it is the dominance of subjectivity over objectivity. In addition, the concept of responsibility is presented in the folklore text through antinomies. In contrast to the irresponsibility of the husband, the responsibility of the wife toward the family and the household was rendered via artistic means: "«жона Катерина краща від злота», а поряд із тим, «слуги, кухарки поприбирувані», «вози кованії позаточувані»" *(Kachkan, 1981: 39–40)*. And the surname of the folklore protagonist was used in a derogatory form – Лебедюга (Lebediuha). Irresponsibility led to tragedy through self-destruction:

Тоді вийшов Лебедюга, став си на гору,
Вдарив собов до землі до сирової:
– Земле моя сировая, взяла-с ми матінку, вітця,
Возьми мене молодого сироту-вдівця *(Kachkan, 1981: 39–40)*.

A similar plot is evident in the ballad "Мала Дребенюшка два синочки рідні". However, the final part of the lyric-epic work shows that having killed his wife in anger, the protagonist – Drebeniushko (Дребенюшко) – expresses compassion for his mother, resorting to forgiveness and preserving her life, but still commits suicide. The folklore text conveys the deep emotionality of the described event, demonstrating the protagonist's repentance about his recklessness and inability to change what he did: "так мні серце умліває за душков Катеринов" *(Kachkan, 1981: 39–40)*.

The modus of understanding moral responsibility also appears in other genres of lyric-epic songs, in particular, chronicle songs. Using the lyrics of the song about Nykolaika Moroz, one can notice that responsibility is a complex phenomenon that manifests itself in the life of a person in a diversified way – even through fear in addition to other emotions. The whole conceptual sphere of the song comes down to the concepts of "good" and "evil", the verbal representation of which renders the essence of "responsibility" through the four realities of the work. The first reality is the arbitrary life of brothers – Sasinyuchko and Livantriuk, who received drinks from the blacksmith, not having the opportunity to pay for their order; the second reality is the provocation of a blacksmith to steal sheep from the valley; the third reality is the murder of a young shepherd Moroz by thieves; the fourth reality is the capture of murderers by gendarmery and their execution. The work has a poly-aspect manifestation of immorality closed by a general existential evaluation of an irresponsible act. The educational function of the folklore work is realized through the mode of understanding the behavior of characters – a warning about the consequences of irresponsibility:

Продавала Лівантрючка воли та й телиці,
Та не могла викупити синів з шибениці *(Spivanky, 1972: 305)*.

It is about the concept of "attaching responsibility", which applies to everyone: everyone should be responsible for their actions. The multifaceted artistic macrosphere of the song highlights a range of crucial interpretations of moral responsibility in the axiological sense. An irresponsible act triggers an appropriate reaction from individuals, merging into a general moral-ethical evaluation of the whole community. Many foreign researchers, involving P. Strawson, associate the relevant phenomenon's manifestations with conditions for the appropriateness of individual reactions to a particular activity, and the appropriateness itself, in his opinion, does not require additional justification *(Strawson, 1993: 64)*.

Each image of the above song is tragic in its way: Sasinyuchko and Livantriuk's parents are in despair due to the execution of arbitrary sons, and the family of the murdered shepherd is in sorrow due to the death of the loved one. Consequently, the work ends with the lamentation of the wife about the deceased husband:

Та як пішла Морозиха та й полонинками:

–Устань, устань, Николайку, ходять кози самі *(Spivanky, 1972: 305)*.

Therefore, there is a transmission of the folklore idea of the uniqueness and individuality of human life, which is in the living memory of other people, their experience and the spiritual world, through the folklore image of the newly created lyric-epic song. There is also a consolidation of the worldview position regarding death as a real destructive force and the antithesis of all things through the artistic representation of the folklore event. The ethical and psychological level of the folklore work is based on the consolidation of the imperative of human value, and "the individual experience becomes the property of the collective memory" *(Pavlova, 2019: 1231)*.

The concepts of moral responsibility are also elucidated in love ballads. The experience of one's existence presented in the lyric-epic song covers the essence of moral and ethical values, i.e., love and fidelity. The aesthetic is combined with the ethical component of the work. In one of the songs, the beauty of nature, the beauty of a young girl, contrasts with the horrification of the mother's lie about the supposedly deceased Cossack and the horror of her daughter's death. In this context, responsibility appears as an ambivalent phenomenon: on the one hand, the mother considers herself responsible for the happy future of her daughter and wants to save her from the wrong – in her opinion – choice, and on the other hand, she acts irresponsibly by resorting to lying violating moral and Christian imperatives: "Lying is sin" *(Epistle of the Apostle John, 5:17) (Bible, 1992: 1498)*. As a result, an unconscious act becomes not only harmful to a loved person but also turns out to be harmful to oneself. The above shows how sometimes kindness and self-confidence evolve into a heavy burden for other people. The effect of "blind love" is depressing help. The mother's help to her daughter is depressing and tragic in the ballad. At the same time, the young girl's beloved demonstrates responsibility for her life, striving to save her. The poetic means of the song contribute to the semiotic distinction of antinomies of moral value. The image of the moon (*місяць)* in the folklore text can be considered symbolic since it acts not only as a means of visualization but also personifies the axiological triad of truth-love-loyalty. Simultaneously, against the glow of true love, a cruel reality appears – the premature death of a young person:

Ой *світить місяць,*

світить ясний,

І всю долину *освітив,*

По морю плавали два трупи,

А кінь по березі ходив *(Sokil, 2020: 103)*.

In our opinion, considerations of the modern researcher T.O. Chepulchenko, who believes that moral responsibility is a combination of "external" commands of duty with internal impulses to fulfill it with conscience commands, are justifiable" *(Chepulchenko, 2010: 4)*. Thus, the model of moral responsibility comprises categories of duty, conscience, and moral necessity. This concept is understood as the individual's focus on a socially important essence relevant to moral value, understanding of the purpose and consequences of the act, a combination of goals, attitudes, means, and motives *(Chaika, 2008: 4)*.

The entire artistic space-time continuum of the lyric-epic song accumulates a huge flow of spiritual energy, manifested through descriptions of life reality, and results in moral evaluation. Responsibility finds expression based on moral choice, where the subject, purpose, and circumstances matter. Internal attitudes combined with the causes and circumstances of the folklore event contribute to the formation of intent. Moreover, the whole complex is implemented in an exceptional situation instantly, with an understanding of the consequences for another person and without understanding the consequences for oneself. The very intention (to save the beloved) finds expression in one specific act; however, the poetic system of the song retransmits an essential axiom – the feeling of love drives the formation of a personal intention not only based on one manifestation but can also appear in further moral activity throughout life. The sacrificial death of the young man made the future disclosure of intentions impossible.

Cases of internal responsibility can also be found in other genres of folklore, in particular, in narratives about personal and social events from the life of Ukrainians. Modern folklorist O. Chikalo gives an example of a narrative provided by Nadiia Kurdydyk (maiden surname – Murafa) about her father – the head of Prosvita in Ivano-Frankivsk region, who sold a plot of his field, went to Lviv and purchased books to create a reading room *(Chikalo, 2020: 163)*.

In the above narrative, the comprehension of moral responsibility is associated with the emotional state of individuals: the purchase of land is the result of hard work for peasants, so the act of the head of Prosvita can be perceived with surprise. At the same time, a sense of responsibility can be considered in the cause-effect system, and hence behavior depends on personal beliefs and spiritual aspirations.

In addition, the mode of understanding irresponsibility in lyric-epic songs is also analyzed through a cause-effect relation which lacks guilt and shame. In the famous song "Ой пити би горівочку" about a gendarme (шандар) from Deliatyn, there is an in-text interpretation of the act. The essence of the "irresponsibility" concept is presented at the level of antinomies in the characterization of the gendarme image – through the emotions of condemnation and surprise ("бо має коханку"; "апостол читає"; "люди ся проступили та стали у кутки"; "а він любку за ручечку, повів через сутки"; "ходімо…на торговицю"; "будемо попивати мід та й сливовицю") *(Kachkan, 1981: 301)*.

The background of love between the gendarme and a married woman remains outside the text of the lyric-epic song, and the existential essence of the individual is distinguished through the emotional space: the root cause of evil is inside the person. From the standpoint of existentialists, for example, S. Kierkegaard, responsibility is a conscious attitude to own actions despite the postulates of various institutions and social imperativeness. J.-P. Sartre emphasizes the complete subjectivity of the "responsibility" concept: every person determines their activity independently, and it depends neither on environmental conditions, heredity, or upbringing. Consequently, people are fully responsible for their actions *(Vitkovskaya, 2021: 80)*.

Using the example of other characters of the work "Ой пити би горівочку", one can notice such a peculiar moment as a crisis of responsibility. The husband of the unfaithful wife, whose name is omitted in the folklore text, finds himself in a critical situation and acts contrary

to his positive nature, defending his insulted "Ego", dignity, honor, and resorts to the murder of an opponent. The ending of the work deepens the complex problem: after the murder of the lover, the woman does not show sadness about the fate of the married man and does not show a sense of guilt and repentance:

У покою піп Николу на смерть сповідає,

А у другім єго жінка ручки си ломає.

«Любі мої єгомосцю, щось маю казати:

Ци мож мене із шандарем разом поховати?» –

«Ой молода молодице, не мож то зробити:

Уже шандар тиждень гніє, ти будеш рік жити» *(Vitkovska, 2021: 302).*

The responsibility issue in the work also has a theological aspect. According to the Christian concept, relationships with a married woman are considered adultery: The commandment: "Thou shalt love thy neighbor as thyself!" involves "Thou shalt not commit adultery", "Thou shalt not kill", "Thou shalt not steal", "Thou shalt not bear false witness against thy neighbor", "Thou shalt not covet thy neighbor's goods", and others *(Romans 13: 9) (Bible 1992: 191).*

Following anthropocentrism, morality is regarded as the comprehension of God's essence as absolute, perfection, truth, the root cause of the existence of everything visible and invisible, and prizes of life. The dominants of Christian morality are to respect God, glorify Him, serve Him, imitate Him, and strive for likeness. The eminent theologian of the Middle Ages, Blessed Augustine of Hippo, highlighting the ability of a person to choose between good and evil, interpreted the responsibility concept through the ambivalent spheres of the world – "the City of the Earth" and "the City of God". At the same time, the "City of the Earth" is characterized by imperfection, and the "City of God" – by higher justice, but the imperfection of the laws of the "City of the Earth" does not hold people free from responsibility *(Havryliuk, 2020: 68–69).*

The above folklore work shows a complex and contradictory image of the gendarme who, on the one hand, "reads apostle" – he is aware of Christian commandments – and on the other hand, publicly violates them by his appearance at the market with the married woman. The existential consciousness of the songwriter stresses essential criteria of moral responsibility, which is manifested bot at the individual and collective levels. Therefore, in this case, moral responsibility is directly related to the category of conscience, that is, to the analysis of personal emotions, relations, intentions, actions, and their correlation with a set of value orientations.

4. Conclusions

As a result of the representation of various existential acts and their understanding, the folklore text contributes to the structuring of a special model of moral activity which can regulate the whole life of society.

A crucial role in implementing the functions of the lyric-epic work belongs to the model of speech action. Reproducing the substantial-proper dilemma, the folklore work not only elucidates the inner essence of the structural components but also contains some heuristic levels: the author-executor asks questions, gives instructions, warns, makes one think, etc. The time-spatial continuum and moments of social interaction are constantly rendered through various facets, differing in both ontological and epistemological components.

By conceiving the issue of moral responsibility in the non-ritual lyric-epic poetry of Ukrainians, it is possible to approach the understanding of the anthropological model's structuring. Based on the examples of manifestations of human behavior in dumas, ballads, chronicle songs, historical, family-household, and social-household songs, the axiological essence

of the substantial-proper dilemma appears through a hierarchical system. First, it refers to the multifaceted life of the individual, the ambivalence of their feelings, the experience of all collisions of empirical existence, the spiritual dimension of interpersonal relations, the heuristic component of the perception of the world in general, and all things in this world in particular. Secondly, an important axiological aspect of the dilemma is the cultural-historical dimension of the life of society and the country, including the principles of coexistence, faith, traditions, customs, and awareness of one's mission in the fate of people and homeland. Thirdly, the comprehension of the significance of moral responsibility results in distinguishing the interrelation between personal and universal harmony.

Thus, the world model presented in lyric-epic folklore reveals not only a variety of information but also a range of value imperatives, which are formed through original practice and the assimilation of past experience and through the evaluation of everything that is happening around. The value system conveys preferences, requests, needs, internal attitudes, etc. Moral responsibility is a basic factor in the functioning of a socio-cultural system consisting of a plurality of interpersonal interactions.

The above examples of folklore texts demonstrate that every person is an embodiment of the axiological guidelines of their ethnic group, worldview, understanding of good and evil, interpretation of their nature, and the reason for human existence in all the ambivalence of their meanings. As a result, ethnicity can be considered a special anthropological quality of the individual.

References

1. The Bible or the Books of the Holy Scriptures of the Old and New Testaments. (1992). Newly translated from ancient Hebrew and Greek into Ukrainian. 988 – 1988. Jubilee edition on the occasion of the millennium of Christianity in Ukraine. Kyiv : Publication of the Missionary Society "New life. Campus Crusade for Christ" [in Ukrainian].

2. Boykiv folk songs (2020). / recordings and arrangements by Vasyl Sokol. Lviv, Vol. 1.

3. Vishnevsky, O.I. (2006). Theoretical foundations of modern Ukrainian pedagogy : teaching. manual Kind. 2nd, revised. and additional Drohobych : Kolo [in Ukrainian].

4. Vitkovska, I. Yevdokymova, I. (2021). Formation of the concept of responsibility in philosophy and sociology. Actual problems of philosophy and sociology, (27), 77–81. doi.org/10.32837/apfs.v0i27.925[in Ukrainian].

5. Gavrilyuk, V.V. (2020). Responsibility : political-philosophical, legal, moral aspects. Scientific journal of the NPU named after M.P. Drahomanov, 28, 67–75 [in Ukrainian].

6. Ethics : education. manual (2007). / edited by V.O. Lozovoy. Kyiv : Yurinkom Inter. Melnikov, A. (2013). Possibilities of researching value-normative transformations of Ukrainian society from the standpoint of existential sociology. Sociology : theory, methods, marketing, 2, 52–72 [in Ukrainian].

7. Folk poems, songs, ballads. (1970). Kyiv : Molod, 1970 [in Ukrainian].

8. Folk songs in the records of Osip Makovey (1981) / edited by. V.A. Duck Kyiv : Musical Ukraine [in Ukrainian].

9. Pavlova, A. (2015). Existential-aesthetic imperative in Ukrainian folk culture : specifics of the border situation. Literary studies. Folkloristics. Culturology, 18–20, 42–49 [in Ukrainian].

10. Pavlova, A. (2019). The problem of moral choice as responsibility in Ukrainian folklore. Ethnological notebooks, 5 (149), 1228−1232 [in Ukrainian].

11. Protsenko, M. (2011). Interrelationship of logical forms and categories of thinking. Worldview – Philosophy – Religion : coll. of science pr. Sumy : DVNZ "UABS NBU", 1(1) [in Ukrainian].

12. Razumtseva, G.I. (2004). Moral and ethical views of the Ukrainian people according to folklore sources : axiological aspect. Autoref. thesis... candidate philosopher. of science Kyiv, 2004 [in Ukrainian].

13. Chronicle singers. News.(1972). Kyiv : Scientific thought [in Ukrainian].

14. Chaika, T. (2008). Conversations with Krymskyi. "Existential crescendo." Philosophical thought : Ukrainian scientific and theoretical journal. Kyiv, 3, 98–103 [in Ukrainian].

15. Chepulchenko, T.O. (2010). Social responsibility : concepts and essence. Bulletin of NTUU "KPI". Politology. Sociology. Law : a collection of scientific works, 1 (5), 137–142 [in Ukrainian].

16. Chikalo, O. (2020). The folk hero in folklore narratives of the middle of the 20th century : semantic and poetic aspects. Totalitarianism as a system of destruction of national memory : a collection of scientific papers based on the materials of the All-Ukrainian scientific-practical conference with international participation, June 11-12, 2020, Lviv. Lviv : Danylo Halytsky Lviv National Medical University Printing House, 161–166 [in Ukrainian].

17. Strawson, P.F. (1993). Freedom and Resentment. / J.M. Fischer, M. Ravizza (eds.). Perspectives on Moral Responsibility. Ithaca, New York : Cornell University Press, 45–66 [in in English].

METHODOLOGICAL SUPPORT FOR THE DEVELOPMENT OF EMOTIONAL INTELLIGENCE OF PRESCHOOL CHILDREN

Olha Kosenchuk

Candidate of Pedagogical Sciences, Associate Professor,
Head of the Department of Preschool Education,
State Institution "Ukrainian Institute for Education Development", Ukraine
e-mail: kosenchuk@ukr.net, orcid.org/0000-0002-1733-5937

Olha Stiahunova

Candidate of Pedagogical Sciences,
Methodologist at the Department of Preschool Education,
State Institution "Ukrainian Institute for Education Development", Ukraine
e-mail: styagunova@gmail.com, orcid.org/0000-0001-7374-9686

Summary

Emotional intelligence is a basic human life competence that needs to be developed from preschool childhood. The article reveals the content of methodological support that will promote the development of emotional intelligence of preschool children. The age-related peculiarities of children's emotional development, which contribute to the formation of emotional intelligence and are the main guideline for methodological support, are determined. The pedagogical conditions for the development of preschoolers' emotional intelligence are considered: enrichment of children's knowledge about emotions, development of teachers' emotionality, organization of a system of developmental classes, enrichment of the appropriate emotional and developmental environment, emotionality of the content of educational and didactic materials, partnership interaction of participants in the educational process, psychological and pedagogical support for children.

The methodological support for the development of emotional intelligence of preschool children is considered as the creation of a holistic methodological system consisting of an effective arsenal of pedagogical methods, techniques, tools, sources, guidelines, resource and didactic support, which create an effective field for familiarizing children with the emotional world, provide an opportunity to express their emotions and learn about the emotionality of other people.

The directions of methodological support carried out by preschool teachers in the system of preschool education are revealed, the practices of partnership interaction between parents and children on the research problem are characterized.

Key words: methodology, preschool children, emotions, preschool education, emotional development, preschool education institutions.

1. Introduction

Preschool age is a period of intensive emotional development of a child, which is ahead of intellectual development. Children expand and enrich their emotional experience, form an emotional attitude towards themselves, other people and the surrounding reality in general,

which is reflected in the peculiarities of emotional behavior in the process of social interaction and communication with other children and adults. The task of teachers and parents is to teach children to recognize and manage their emotions, i.e. to lay the foundation for the further development of emotional intelligence (EQ). Specially organized methodological support will help to systematize the interaction between an adult and a child, specify goals, and identify the most effective methods and techniques for the emotional development of preschoolers.

The purpose of our study is determined by the need to determine the pedagogical conditions and content of methodological support for the development of emotional intelligence of preschool children.

2. Analysis of research and publications

Many scientific studies have been devoted to the problem of developing the emotional intelligence of preschool children (S. Bader, K. Borysenko, O. Hryshko, V. Zaika, L. Klevaka, N. Melnyk, O. Polovina, M. Shpak, etc.), which indicates its relevance. Researchers have studied the peculiarities of children's emotional development, the means of developing EQ, and the impact of emotional intelligence on success in further schooling.

Within the framework of our study, the work of V. Lazarenko is interesting, who defines theatrical activity as an effective means of developing the emotional intelligence of preschool children, since during theatrical games, pupils develop the ability to understand and realize their feelings and emotions, name them, the ability to express them through various verbal and non-verbal means, the ability to restrain and control them, as well as to show empathy skills. The researcher identifies four stages of preparing middle-aged children for theatrical activities, taking into account the peculiarities of EQ development: setting up for effective cooperation; familiarizing children with the content of a literary work; working with the content of the work; dramatizing a selected work or plot *(Lazarenko, 2019)*.

The work of M. Shpak is also noteworthy. Studying the social intelligence of senior preschoolers, the author argues that at this age, emotional intelligence is socialized, which is expressed in the child's emotional focus on other people rather than on certain objects or things, the ability to empathize develops, although it is not yet stable enough, but the child is already able to show empathy, compassion, which ensures the development of interpersonal emotional intelligence *(Shpak, 2016)*.

The analysis of scientific papers and studies has shown that methodological support for the development of emotional intelligence has not been in the field of view of researchers in the pedagogical and psychological fields. The study of this area will allow preschool teachers to develop common approaches to the development of children's emotional intelligence in the educational process of preschool education.

3. Age peculiarities of emotional development of preschool children

The ability to recognize and constructively manage emotions is a key cross-cutting skill common to preschool and primary education, which begins to form in preschool age. The Basic Component of Preschool Education of the country (State Standard) (BCPE) includes emotional intelligence and the ability to manage behavior as characteristics of a preschooler's life competence. Developed emotional intelligence allows a child to build ecological communications with adults and peers; control their feelings and behavior, and effectively focus on tasks. Children who understand their own and other people's emotions are more responsive, socially

adapted, and are more likely to be chosen by the group. However, for a child, recognizing and communicating emotions is a rather complicated process that requires certain knowledge and a certain level of development.

Based on the analysis of scientific sources, the emotional intelligence of a preschool child can be defined as the ability to navigate, distinguish, express emotions, readiness to focus on another, take into account his or her emotional state in interpersonal interaction, and their own actions. That is, it is the child's ability to realize his or her feelings and emotions at an accessible level, to express them, and to manage them.

Scientists identify the following functions of emotional intelligence: stress-protective, adaptive, reflective, and regulatory *(Shpak, 2011; 286)*.

There are four interrelated components in the structure of a preschooler's emotional intelligence:

- the ability to distinguish and express a specific feeling;
- comprehension of emotion (understanding);
- the ability to regulate emotions;
- assimilation of emotions with thought processes.

The emotional intelligence of a preschool child has its own characteristics:

• from 0 to 1 year old. At birth, a child has three innate emotions: fear (when there is a threat, such as hunger), anger (when the child does not have freedom of movement), and dissatisfaction (if the child does not receive signals that he or she is protected). These emotions are expressed through crying and are aimed at self-defense and development. They are all negative. Positive emotion appears with the revitalization complex about 1 month after birth, when the baby shows joy at seeing the mother. Later on, emotions become the main guide in the world: the child looks for approval of his or her intentions and actions in the mother's facial expression, trusts only kind smiling people, and recognizes hostile intonation. At 5 months, the baby is able to feel disgust. At 7 months, he already shows his mood, which usually depends on his mother (or the closest person). At 9 months of age, joy is already consciously distinguished from positive emotions, and at 11 months, affection is manifested;

• from 1 to 2 years old. This period is the «golden age» of a child's emotional life. Communication with others occurs mainly at the level of feelings and emotions, the child begins to perceive communication with loved ones through intonation, facial expressions, gestures, and voice expression. At 18 months of age, a child may have an emotion such as resentment. At the age of two, social emotions appear: jealousy, envy, surprise, responsiveness. There is a lack of empathy;

• 2 to 4 years old. A child is very emotional, he or she can show all emotions, but they are not constant, it is easy to be distracted and switch from one emotional state to another. Emotions are the motives for behavior, which explains their impulsiveness and instability. He/she is able not only to read the mood of parents, but also understands how it can be used to achieve his/her goals. The development of the emotional sphere is combined with the formation of a plan of ideas. The images imagined by the child become emotional, and in the process, all activities become emotionally intense. The child has the first attempts to restrain his feelings, for example, tears, although it is still poorly managed.

• 4 to 5 years old. An "emotional breakthrough" occurs, the range of emotions and feelings expands: they can experience not only joy or fear, but also jealousy, sadness, pity, anger, cheerfulness, tenderness, shyness, surprise, and pleasure. The child can already express feelings using different intonations and facial expressions. A sense of humor is developing. The baby loves to be naughty and make people laugh. Compassion and empathy appear. He begins to

understand that others also have feelings, notices when another child is sad or offended. He or she learns the skills of expressing emotions in the unity of verbal and non-verbal means. The child is much better at talking about his or her feelings and controlling emotions, and is better able to cope with tantrums and impulsive behavior.

• from 5 to 6 years old. During this period, the child's emotional world is developing rapidly. He or she is ready to perceive others at the level of understanding their feelings and experiences and, thanks to them, learns to distinguish and learn the names of emotions. Basic skills of interaction during emotional situations are developed, and the child becomes able to identify the emotions of another person by their language. In addition to standard emotions, additional emotions appear, including annoyance, delight, and surprise. Deep positive and negative emotions arise, related to both the present and the future. A child has a wide range of emotions, can empathize with people, plants, and animals around him or her, and thus learns to master complex forms of communication. The child learns to show emotions following the example of adults, with the help of postures, looks, intonations and facial expressions. He can say what he feels, provided that he is talked to about emotions and feelings. Begins to manage the expression of emotions by influencing himself with words. However, emotions related to physiological needs, such as hunger or thirst, are still difficult for the child to restrain, they make him act impulsively. Emotional anticipation is manifested (the child tries to predict the future outcome and how it will be evaluated). Affective reactions are observed. The development of emotional intelligence is realized through familiarization with the names of existing emotions, the formation of the ability to identify them in oneself and others.

4. Conditions for the development of EQ of preschool children

Determining the main conditions for the formation and development of EQ in preschoolers will allow teachers and parents to direct partnership interaction with children, to determine the main directions of joint work.

For the development of emotional intelligence of older preschool children, there is a need for systematic, purposeful work on the part of adults in this direction, because it is still difficult for a child to recognize the causes of their own emotional states, effectively regulate emotions and build an adequate model of behavior with others based on the emotions they demonstrate *(Borysenko, Bader, 2021; 50)*.

We define the following pedagogical conditions:

• *enriching children's knowledge about emotions*, emotional balance and confident behavior, its importance in life and effective means of development through interesting and accessible information that broadens their understanding of emotional traits in general and emotional traits as important personality traits in particular;

• *development of teachers' emotionality* as role models for children: to present new material emotionally; to read a work of art, conveying the full range of feelings described; to master and appropriately use the full range of non-verbal communication tools - gestures, facial expressions, gaze; to notice, recognize, "read", understand children's emotions, and respond adequately to them;

• *organizing a system of developmental classes* and interesting practices aimed at developing certain skills and abilities of a child to be aware of their emotions and the emotions of other people, to manage their emotions and the emotions of other people (soft skills);

• *creation and enrichment of an appropriate emotional and developmental environment* based on a favorable environment both in the group and in the preschool education institution.

This environment should correspond to the BCPE concept and take into account all educational areas. The main component is an atmosphere of emotional comfort: friendly, tolerant, supportive relationships in the children's group, acceptance of the child as he or she is, understanding of his or her needs, interests, and tolerant attitude to peculiarities. The main principles by which the environment is created are: accessibility, richness, transformability, multifunctionality, variability, affordability, safety;

• *Ensuring emotional content of educational and didactic materials*: using material that contains interesting facts, vivid examples, meets the needs and interests and age of children, evokes appropriate emotions and feelings, reflects real events, describes practical experience that can be applied; unusual presentation of material; predicting the emotional effect and emotional response of children.

• *partnership interaction of teachers, parents and children* in a triad with equal opportunities, taking into account the individual trajectory of the child's development, ensuring the variability of educational and partial programs, creating a single space for the child's development. Such interaction makes it possible to meet basic interpersonal needs, master little-known ways of acting, model behavior, and solve problems together;

psychological and pedagogical support for children in resolving conflicts and difficult situat • ions, which consists in the interaction between an adult and a child to create emotional comfort, mutual understanding, and acceptance of the child.

5. Directions of methodological support of preschoolers' EQ development

We consider methodological support as a set of forms, methods, techniques, technologies and activities that make up a certain system of pedagogical activity, which leads to the achievement of a pre-planned result *(Ivanchuk, Stiahunova, 2022)*. We define methodological support for the development of preschool children's emotional intelligence as the creation of a holistic methodological system consisting of an effective arsenal of pedagogical methods, techniques, tools, sources, guidelines, resource and didactic support that create an effective field for familiarizing children with the emotional world, provide an opportunity to express their emotions and learn about the emotionality of other people.

The main directions of methodological support for the development of preschoolers' EQ include the following:

• development of the emotional intelligence of the teacher, as he or she is a role model for children. Formation of the ability to manage one's own emotions, i.e. to be able to determine the determinants of the appearance of a particular emotion and the likely consequences and expediency of its manifestation in a children's group, to find ways to regulate emotional states. Improving the ability to recognize children's emotions, predict the consequences of their manifestations and prevent undesirable ones;

• Formation and development of children's emotional intelligence through gradual familiarization with their own emotions and the emotions of others, taking into account their age characteristics:

– *in early childhood groups,* through imitation games and looking at illustrations to fairy tales, to introduce children to such emotions as joy (How happy the cat was, he is smiling! Show how happy you are!), grief (The cat was sick, he was grieving, he was crying! Show me how you cry when you are sad); to form positive emotions with the help of a smile (What a cheerful song, you are smiling, you are having fun); to encourage children to do things and actions that bring joy (Let's cheer up the doll, she will not be sad, dance for her);

– *in early childhood groups,* teach children to recognize and name emotions such as joy, sadness, anger, and fear. No separate classes are held; it is advisable to use «Mood Screens», «Mirror of Emotions» to help children identify their emotions and fiction, various puppet theaters, and theatrical games to identify the emotions of other people. The main thing is to name emotions, because children have limited understanding of them. Effective means: fiction (folklore, fairy tales, poems), drawings, story pictures, various types of theater (finger, table, toy, flannelboard, bibabo, picture, mask theater);

– *In groups of middle preschool age, the* work is aimed at mastering the means of emotional expression: intonation, facial expressions, gestures, postures, gait. They develop the ability to convey feelings of joy, grief, humor, compassion, and empathy. When conducting games, the teacher should emphasize the child's emotions in the process of performing the game action. For example: in the game «Who Lives in the House» or «Magic Bag» (recognizing objects of different textures by touch: hard, soft, smooth, prickly), the child shows his/her emotions through facial expressions. Games such as «Tasty Not Tasty» (mimetic expression of taste sensations with closed eyes), «So Many Smells Around» (imitates the reflection of pleasant and unpleasant smells with closed eyes) are also played.

In the process of play, it is appropriate to develop the child's emotional expression, its mechanisms: non-verbal (facial expressions, pantomime, gestures) and verbal (words, sounds, phrases). Emotional and expressive games (children's embodiment of various situations from the life of animals, their habits; transfer of emotional states of fairy-tale characters through personification) are effective, which will contribute not only to the formation of the basis for the expressiveness of external emotional manifestations, but also to the creativity of preschoolers: «The Zoo», «The Cat and the Kittens», «There were bunnies», «Two Cockerels», «The Hen», «The Wolf and the Hares», etc.; use of musical images to develop the ability to express emotions through basic figurative and pantomimic movements.

By familiarizing children with their own emotions and the emotions of other people, it is appropriate to replenish their emotional vocabulary. This happens through the use of words that denote mood, state (surprise – to be surprised, fear – to be afraid, anger – to be angry, sadness – to be sad, fun – to laugh); the use of phrases that reflect shades of mood (not very angry, not at all scared, very sad); through learning to select synonyms (joyful – cheerful, happy; sad – upset, sad, saddened), finding words that specify the emotional state (angry – unkind, unpleasant; cheerful – happy, smiling); through understanding emotional characteristics presented in the form of phraseological units (Irinka-confused, Vaselinka-cheerful, bunny-cheerful). Effective practices for familiarizing children with the emotions of other people are the use of voice power and intonation (the educator says any sentence cheerfully, sadly, surprised, angry). It is appropriate to use emotional massage – based on the pairing of contrasting moods, it regulates the emotional states of children.

The synthesis of different types of art helps a child to feel, think, and experience more deeply. Fiction and music are effective tools. Listening to fiction, a child identifies the main character and himself or herself, which allows the child to overcome trials and obstacles on the way to victory together with the hero, helps to understand and realize emotional states. Music encourages children to react emotionally, to reproduce emotions through non-verbal means.

To support the emotionally expressive manifestations of children (facial expressions, gestures, speech) in the process of interaction with sensory stimuli of different modality, intensity, and duration, theater activities help: finger theater, table theater, flannelboard theater, mitten theater, costume theater, etc;

– in older preschool age groups, children continue to expand their knowledge of their emotions (joy, sadness, anger, fear, surprise, calmness, shame, resentment, envy, pity) and learn different ways of expressing them (verbal and non-verbal). It is appropriate to set aside time for exercises on recognizing one's emotions during Morning Meetings or Evening Circle. Effective techniques include using a mirror, drawing and coloring self-portraits and emoticons, and playing «Fidget Spinners». The child can compare his/her emotions with fairy-tale characters, animals, natural phenomena, sculpt and draw. An appropriate technique is to combine the display of emotions on the face with facial expressions and gestures. Examining your facial expressions in front of a mirror will help strengthen the connection between facial expressions and the emotions experienced by the child. You can also conduct «facial dictation» in front of a mirror. A text with facial expressions, sound imitation, and pantomiming is read to the children.

An effective tool is the use of copying posters, coloring books depicting different emotions, board games such as «Cutaway pictures», «Puzzles», «Association cards», «Emotion calendar» (the child draws or chooses the «emotion of the day» every day), «Emotion lotto», etc. A variety of games – role-playing, active, communicative, theatrical, game exercises, elements of psycho-gymnastics, psycho-sketches, musical compositions – will make the process of learning about the emotional world interesting and easy for the child.

Fiction should be used to develop the ability to recognize the emotions of others. A selection of works with an emphasis on the emotional state of the characters should introduce both negative and positive emotions. Fairy tales and short stories by V. Sukhomlynsky (e.g., «Almost a Magical Conversation», «Even the Flowers Blushed with Shame», «How Nina Wasn't Afraid of the Goose» etc.); Ukrainian folk tales about animals («The Straw Bull», «The Goat-Dereza», «The Rooster and the Two Mice», «The Hen and the Rooster», «Mr. Kotsky», «The Little Fox Sister and the Wolf Pan-Brother», «The Sly Rooster», «About the Idle Yurko», «Wintering of the Animals», «The Wild Fox» etc.), household and magic fairy tales of both Ukrainian and world cultures («The Ugly Duckling», «Thumbelina», «Cinderella», «The Seven-Colored Flower», etc.) After the children are familiarized with the literary works, conversations are held during which, in order to form and expand knowledge about emotions and the causes of their occurrence, children are asked to determine what the characters felt and experienced and why it happened, and to recreate the characters' dialogues taking into account their emotions.

6. Directions of pedagogical interaction between parents and children for the development of EQ

• Developing your own emotional intelligence. This will allow you to become more attentive to yourself, your feelings, desires and needs, and at the same time, it will allow you to better understand children, feel their needs, motives, behavior and be an example for them.

• Collaboration with pedagogical staff of the preschool educational institution on the development of the child's emotional intelligence. It is necessary to realize that parents are directly involved in the development of the child's emotional intelligence. The main goal of the adult is to teach the child to live in harmony with himself/herself, to accept the whole range of feelings.

• Promoting the development of the child's emotional intelligence by familiarizing him or her with his or her own emotions. Continuous assistance will allow the child to identify what he or she is feeling. Talking to the child about his or her emotions, naming them, and describing them are effective. For example, when a child is angry and does not want to do something, you should tell him or her what emotion he or she is feeling: «You're probably angry now, like a

fierce lion». It is appropriate to use alternative questions: «Are you happy or sad?», «Are you worried or calm?».

• Enriching the child's verbal repertoire for denoting emotions, as well as forms of their expression, clearly show emotional manifestations through various games and conversations. It is worth using alternative questions.

• Helping your child understand the emotions and feelings of other people. This can be done by observing situations during walks together, watching movies with your child, and reading fiction. It is necessary to discuss everything you see or hear, focusing on the reactions and feelings of participants in real situations or fictional characters.

• Teaching children to show empathy and compassion for loved ones and family members, other people, and animals by developing the ability to recognize the feelings and emotions experienced by these people or animals, offering to compare feelings that are far from being meaningful (joy – sadness, sadness – fun, envy – admiration, hatred – love etc.) and feelings that are close in meaning (fun – joy, boredom – sadness, resentment – aggression, love – tenderness).

• Developing the child's practical skills in expressing emotions and behavior in a given situation by showing a model. It is worth remembering that by expressing their emotions, parents set an example for their child.

7. Conclusions

The development of children's emotional intelligence, starting from preschool age, is one of the important tasks of the education system. To realize this task, it is necessary to provide teachers and parents with certain theoretical and practical knowledge. Methodological support for the development of preschoolers' EQ depends on the emotional development of teachers and parents themselves, the level of their knowledge and ability to interact with children. It allows to create special conditions in the child's living space that are age-appropriate and that will promote attentiveness to oneself and others, and form tolerance.

References

1. *Borysenko K., Bader S. (2021). Peculiarities of the development of emotional intelligence of children of older preschool age [Peculiarities of the development of emotional intelligence of children of older preschool age]. Scientific visnyk of Uzhhorods'kogo universytetu. Seriya: «Pedahohika. Sotsial'na robota», (1(48), 48–52 [in Ukrainian].*
2. *Ivanchuk C., Styahunova O. (2022). Metodychnyy suprovid formuvannya ekolohichno dotsil'-noyi povedinky ditey doshkil'noho viku v Donets'koy oblasti (2015-2021 roky). [Methodological support for the formation of environmentally appropriate behavior of preschool children in the Dontsk region (2015-2021)] Actual'ni pytannya humanitarnykh nauk: mizhvuzivs'kyy zbirnyk naukovykh prats' molodykh vchenykh Drohobyts'koho derzhavnoho pedahohichnoho univer-sytetu imeni Ivana Franka / [redactors-uporyadnyky M. Pantyuk, A. Dushnyy, V. Il'nyts'kyy, I. Zymomrya]: Vydavnychyy dim "Hel'vetyka". Vyp. 53. Tom 1. S. 319–326 [in Ukrainian].*
3. *Lazarenko V. (2019). Rozvytok emotsiynoho intelektu ditey doshkil'noho viku U teatralizo-vaniy diyal'nosti [Development of emotional intelligence of preschool children in theatrical activity]. Molodyy vchenyy. № 12 (76). S. 279–282 [in Ukrainian].*
4. *Shpak M. (2011). Emotsiynyy intelekt v kontekste suchasnykh psykholohichnykh doslid-zhen' [Emotional intelligence in the context of modern psychological research]. Psykholohiya osobystosti. No. 1 (2) S. 282–287 [in Ukrainian].*
5. *Shpak M. (2016) Development of emotional intelligence in preschool age as a prerequisite for its development in younger schoolchildren. Scientific papers of the National University «Ostroh Academy». Seriya: Psychology. Vyp. 4. S. 196–205. [in Ukrainian].*

LINGUISTISCHE ANALYSE DES FRAMES „CHARAKTER" IM LITERAISCHEN DISKURS
(anhand des Romans von H. Hesse „Das Glasperlenspiel")

Sofiia Kozak

Ph.D., Dozentin am Lehrstuhl für deutsche Philologie,
Nationale Lesja-Ukrajinka-Universität Wolhynien, die Ukraine
e-mail: kosaksofia@yahoo.com, orcid.org/0000-0001-6967-7413

Kurzfassung

Ziel der vorliegenden Arbeit ist es, ein wichtiges Problem der kognitiven Linguistik zu behandeln, nämlich die Funktionsweise von charakterisierenden Framestrukturen im Diskurs der schöngeistigen Literatur zu untersuchen. Es wurde eine Analyse der Frame-Strukturen durchgeführt, die den Frame „Charakter" im deutschsprachigen literarischen Diskurs repräsentieren. Der Frame wird als eine Struktur doppelter Natur – kognitiv und sprachlich – betrachtet. Es wurde zwischen den Fachtermini „Frame", „Frame-Struktur", „Terminal" und „Terminalelement" unterschieden. Die Terminalelemente (Füller), die die Terminals des Frames „Charakter" repräsentieren, wurden analysiert und die Besonderheiten der Funktionsweise der entsprechenden Frame-Strukturen im Diskurs der deutschen schöngeistigen Literatur untersucht. Die durchgeführte Untersuchung hat gezeigt, dass die Frame-Strukturen eine wichtige Rolle bei der Wahrnehmung und dem Verständnis des Inhalts spielen, da sie als Träger der Beziehungen zwischen den sprachlichen Elementen fungieren, die thematische Kohärenz des Diskurses gewährleisten und somit zur adäquaten Interpretation der Pragmatik des Autors beitragen. Als Ergebnis der durchgeführten Analyse wurde festgestellt, dass die Terminalelemente, die die menschliche Natur beschreiben, die bedeutende Rolle bei der Darstellung der Charaktere der handelnden Personen spielen, denn sie erscheinen als wichtige diskursive Komponenten, die die inhaltliche Einheitlichkeit der darstellenden Frame-Strukturen im literarischen Diskurs gewährleisten.

Schlüsselwörter: Frame-Struktur, Terminal, Terminalelement, Eigenschaft, Handeln, Wollen, Charakteristik.

1. Einleitung

In der modernen Welt gibt es eine Vielzahl wissenschaftlicher linguistischer Studien, die sich mit den Problemen der Diskurslinguistik befassen. Die Untersuchung des literarischen Diskurses ist von besonderer Bedeutung. Das literarische bzw. künstlerische Schaffen ist eine besondere Form der Erkenntnis und der Beherrschung der umgebenden Wirklichkeit durch den Menschen. Ein literarischer Text zeichnet sich durch seine eigentümliche Struktur und seine zahlreichen lexikalischen Einheiten aus. Die Hauptaufgabe der Interpretation besteht in der Analyse des Charakters und des Verhaltens der Figuren, die in bestimmten Strukturen der entsprechenden Fragmente des Werks zum Ausdruck kommen. Die Offenlegung der im Werk selbst verkörperten Absicht des Autors und seine Interpretation werden durch das Studium und die Analyse der im Werk verwendeten Sprache möglich. Der Autor verwendet sie vor allem, um den Charakter und das Verhalten der Figuren so auszudrücken, wie es am besten zu ihren Lebensumständen passt.

2. Diskurs versus Text

Es gibt bislang keine einheitliche Interpretation des Fachbegriffs „Diskurs". In den 50-70er Jahren vorigen Jahrhunderts wurde er entweder als zusammenhängende Rede (engl. *connected speech*) *(Harris, 1952)*, als Ergebnis eines interaktiven Prozesses im soziokulturellen Kontext *(Pike, 1954)* oder als kohärenter Text *(Bellert, 1972)* verstanden.

In der modernen Wissenschaft hat sich der Begriff erweitert. Der Diskurs wird im weiteren Sinne verstanden, beispielsweise als ein kommunikatives Ereignis, das an der Interaktion zwischen Sprecher und Hörer in bestimmten zeitlichen, räumlichen und anderen Kontexten beteiligt ist (z. B. das Gespräch mit einem Freund, der Dialog zwischen Verkäufer und Käufer, das Lesen einer Zeitung), und im engeren Sinne als das schriftliche oder mündliche Produkt des kommunikativen Handelns.

Der Begriff „Diskurs" ist in gewisser Weise mit dem Begriff „Text" verwandt, insbesondere wenn es sich um einen Kommentar, eine Anweisung oder eine Werbung handelt.

Trotz der äußerlichen Ähnlichkeit sind diese Begriffe jedoch nicht identisch. Wie Michael Stubbs bemerkt hat, sprechen wir oft von schriftlichem Text und mündlichem Diskurs. Darüber hinaus setzt Diskurs Interaktion voraus, während die Voraussetzung für Text ein nicht-interaktiver Monolog ist (mündlich gesprochen oder nicht). Ein weiterer Unterschied besteht darin, dass der Diskurs eine bestimmte Länge hat, während Texte sehr kurz sein können. In dieser Verwendung können wir Aufschriften wie „Eingang", „Achtung" oder „Nicht rauchen" als vollständige Texte betrachten *(Stubbs, 1983)*.

Beim Vergleich beider Begriffe erscheint der „Diskurs" nicht nur als ein Mosaik der logisch verbundenen Sätze *(Neubert, 1983)* (was im Prinzip auch für den Text eigen ist), sondern auch als die Kategorie, die sich durch die Wechselbeziehungen zwischen den linguistischen und extralinguistischen Komponenten expliziert. In diesem Fall ist der „Diskurs" der breitere und mehr globale Begriff, als der „Text", weil er im größeren Umfang (Diapason) mit extralinguistischen Faktoren verbunden ist.

Wie Texte nach dem Stil klassifiziert werden, werden verschiedene Typen des Diskurses unterschieden. Die Differenzierung der Diskurstypen hängt vom Klassifikationsprinzip ab. Nimmt man als solches Prinzip die Gattungsspezifik, so lassen sich solche Typen unterscheiden wie der wissenschaftliche Diskurs, der journalistische Diskurs, der Diskurs der offiziellen Rede, der Werbediskurs, der literarisch-künstlerische Diskurs (der Diskurs der schöngeistigen Literatur). Letzterer ist Gegenstand dieser wissenschaftlichen Abhandlung.

3. Frame-Theorie in der Sprachwissenschaft

Voraussetzung für die Analyse des literarischen Diskurses ist die Interpretation seines Inhalts unter Berücksichtigung der Mikro- und Makrostruktur, d. h. der inner- und außertextlichen Zusammenhänge, des sprachlichen und außersprachlichen Kontextes.

Auch die Fragen, die mit der funktionalen Pragmatik des Diskurses verbunden sind, nämlich die Fragen der Darstellung von Frames, bedürfen einer vertieften Beschäftigung.

Das Konzept des Frames ist aus der kognitiven Psychologie in die Linguistik gekommen und wurde zu einem Bindeglied zwischen sprachlichen Ausdrücken und ihren Korrelaten in der objektiven Realität.

Heute ist die Frame-Theorie eine der aktuellen Richtungen der kognitiven Linguistik. In letzter Zeit verbinden immer mehr Linguisten die Lösung vieler linguistischer Fragen mit der Untersuchung der Mechanismen der Wissensrepräsentation, d. h. mit der kognitiven Tätigkeit des Menschen.

Die kognitive Linguistik arbeitet mit bestimmten Modellen und Einheiten der Kognitionsbeschreibung, die verschiedene Arten der menschlichen Sprach- und Denktätigkeit am besten erklären können. Eines der Hauptmodelle der Wissensrepräsentation in der kognitiven Linguistik ist der Frame, dessen Einführung in den wissenschaftlichen Gebrauch zur Erforschung des künstlichen Intellekts und der kognitiven Psychologie dem Wissenschaftler Marwin Minski *(Minsky, 1975)* zu verdanken ist, der darunter eine Datenstruktur versteht, die eine stereotype visuelle Situation repräsentiert.

4. Frame „Charakter" im Roman von H. Hesse „Das Glasperlenspiel"

In der vorliegenden Untersuchung wird zwischen den Fachwörtern „Frame" und „Frame-Struktur" sowie „Terminal" und „Terminalelement" unterschieden. Die Terminals sind die Bestandteile der Frames und die Frame-Strukturen sind sprachliche Korrelate der jeweiligen Frames und bestehen aus den Terminalelementen. Dementsprechend werden die Frame-Strukturen als lexikalisch-syntaktische Strukturen betrachtet, mit deren Hilfe die entsprechenden Frames in einem Diskurs abgebildet werden *(Kozak, 2016: 64)*. Frames sind also kognitive Strukturen mit binärem Status: Einerseits gehören sie zu den mentalen Entitäten, d. h. sie sind Einheiten der Wissensrepräsentation, andererseits finden sie ihren Ausdruck in der Sprache.

Der Frame „CHARAKTER" wird als kognitive Struktur analysiert, die das kategoriale Wissen über den menschlichen Charakter repräsentiert. Dieses Wissen ist in lexikografischen Quellen fixiert. Für die Bestimmung der Terminals des Frames „Charakter" stützen wir uns auf die entsprechende Definition, die das Universalwörterbuch DUDEN vorschlägt: Charakter ist „das individuelle Gepräge eines Menschen durch ererbte und erworbene Eigenschaften, wie es in seinem Wollen und Handeln zum Ausdruck kommt" *(Duden, 2001: 333)*. Diese Definition beinhaltet die Hauptterminals, die zum Frame „CHARAKTER" gehören: EIGENSCHAFT – WOLLEN – HANDELN.

Bei der Enthüllung des Wesens literarischer Figuren spielen Frame-Strukturen, die den menschlichen Charakter im schöngeistigen Diskurs beschreiben, eine wichtige Rolle. Davon zeugen zahlreiche Frame-Strukturen, die die handelnden Personen in literarischen Werken darstellen. Um dies zu beweisen, nehmen wir den Roman „Das Glasperlenspiel" des berühmten deutschen Schriftstellers des vorigen Jahrhunderts H. Hesse. Das Buch schildert das Leben des früh verwaisten Jungen Josef Knecht, der nach sorgfältiger Erziehung und Vorbereitung zum Meister des Glasperlenspiels aufsteigt.

Die diskursive Architektonik des Werkes beruht auf einer Reihe von Frame-Strukturen, die mit den Eigenschaften der handelnden Personen verbunden sind. Der folgende Auszug mag als Beispiel dienen: *„Ein solcher Hospitant also war Plinio Designori, mit welchem der etwas jüngere Josef Knecht in Waldzell zusammentraf. Er war ein <u>feuriger</u> und etwas <u>unruhiger</u> Mensch, der dem Schulvorstand Zbinden <u>viele Sorge machte</u>, denn er <u>hielt sich</u> als Schüler zwar <u>gut</u> und ließ sich nicht tadeln" (Hesse, 1995: 49)*. Adjektive wie *feurig, unruhig* vertreten das Terminalelement „Eigenschaft". Der Autor benutzt solche Elemente, um die Protagonisten – Plinio und Josef – zu vergleichen und die Neugier des Lesers zu wecken: Werden diese beiden Freunde? Dennoch blieben sie in allem gegensätzlich, was eine tiefe Freundschaft zwischen ihnen erheblich erschwerte.

„Allein diese Annehmlichkeiten alle würden einem andern zugute kommen, nicht dem bisherigen Josef, der sich für <u>einen beflissenen Glasperlenspieler</u> und <u>einen leidlich guten Kastalier</u> gehalten hatte und doch so ohne Ahnung vom Innersten der kastalische Ordnung gewesen war, der so <u>harmlos eigensüchtig</u>, so <u>kindlich spielerisch</u>, so <u>unvorstellbar privat und</u>

verantwortungsfrei gelebt hatte" (Hesse, 1995: 130). Diese Frame-Struktur ist eine weitere Bestätigung dafür, dass sich die Gedanken des Autors in den Terminalelementen ausdrücken, die den Frame „Charakter" repräsentieren. Vor allem die Lexik, die das Terminal „Eigenschaft" vertritt (*fleißig, gut, harmlos egoistisch, kindlich verspielt, verantwortungslos*) und von Knechts Fähigkeit zeugt, sich selbst zu charakterisieren und kritisch einzuschätzen.

H. Hesse betont, dass die Hauptfigur sehr klug und begabt ist. Dies lässt sich aus der Lexik des Terminals „Eigenschaft" ableiten: *„Dass er ein hervorragender Lehrer war, zeigt uns schon die auffallend große Zahl der auf uns gekommenen Nachschriften seiner Vorträge. Es gehörte zu den Entdeckungen und Überraschungen, die sein hohes Amt ihm schon von Anfang an brachte, dass das Lehren ihm so viel Freude machte und so leicht gelang"* (Hesse, 1995: 136).

Die Terminalelemente, die den Frame „Charakter" repräsentieren, kommen auch in der folgenden Frame-Struktur vor: „*Immer ist er ein echter und treuer Kastalier gewesen und geblieben, aber nie hat er vergessen, dass Kastalien nur ein Teil, ein kleiner Teil der Welt ist, sei es auch der wertvollste und geliebteste*" (Hesse, 1995: 152). Die lexikalischen Einheiten, die den Terminal „Eigenschaft" repräsentieren (*echt, treu*), machen dem Leser deutlich, dass sich Josef Knecht nicht verändert hat: Die besten Eigenschaften seines Charakters gehören zu seinem Wesen, unabhängig von Alter und Amt.

Aus der folgenden Frame-Struktur wird deutlich, dass Designori, einer der Protagonisten des Romans, den Entschluss fasst, dem Kastalischen in sich für immer ein Ende zu setzen: „*Ich habe von damals an auf das Glasperlenspiel verzichtet, ich habe nicht mehr meditiert, sogar die Musik war mir für längere Zeit entleidet. Statt dessen fand ich neue Kameraden, die mir in den weltlichen Vergnügungen Unterricht gaben*" (Hesse, 1995: 181). Mit den Terminalelementen, die den Terminal „Handlung" des Frames „Charakter" repräsentieren (*auf das Glasperlenspiel verzichten*, *nicht meditieren*, *neue Kameraden finden*), verwirklicht der Autor sein Anliegen, den Stolz und die Entschlossenheit des Helden darzustellen.

„Ich brauche ein Zimmerchen und das tägliche Brot, vor allem aber eine Arbeit und Aufgabe als Lehrer und Erzieher, ich brauche einen oder einige Schüler und Zöglinge, mit denen ich lebe und auf die ich wirken kann" (Hesse, 1995: 194). Die Terminalelemente des Frames „Charakter" (Terminal „Wollen") wie *das Zimmerchen und das tägliche Brot brauchen*; *einen oder einige Schüler und Zöglinge brauchen*; *als Lehrer und Erzieher wirken* werden im Werk verwendet, um zu betonen, dass Josef Knecht keine „goldenen Berge" wollte, seine Bedürfnisse waren ziemlich enthaltsam. Er wusste zu schätzen, was er hatte, und konnte in jeder Lebenslage sein Glück finden.

Eines der Strukturelemente des Frames „Charakter" ist der Terminal „Handeln", dessen Aktualisierung im Diskurs eine sehr wichtige Rolle spielt, denn in einigen Situationen können die Charakterzüge des Menschen nur durch seine Handlungen aufgedeckt werden. Diese Feststellung wird durch folgende Frame-Struktur unterstützt: „*Knecht hatte eine Weile sogar daran gedacht, abzureisen, ohne ihn überhaupt noch einmal zu sehen. Nun er dies überlegte, fand er aber doch, dass es einer Flucht vor dem Schwierigen allzu ähnlich sein würde. So klug und richtig es sein mochte, dem Freunde eine Szene und Aufregung und eine Gelegenheit zu Torheiten zu ersparen, so wenig durfte er sich selbst eine solche Schonung gönnen*" (Hesse, 1995: 210). Wir sehen hier die lexikalischen Einheiten *abreisen, ohne zu sehen; überlegen; die Aufregung und die Torheiten ersparen*, die den Terminal „Handeln" präsentieren und unsere Hypothese bestätigen, dass die Handlungen viel über den menschlichen Charakter aussagen können.

5. Schlussfolgerungen

Als Ergebnis unserer Forschung sind wir zu dem Schluss gekommen, dass charakterisierende Frame-Strukturen eine wichtige Rolle bei der Wahrnehmung der beschriebenen Personen spielen, da repräsentative Terminalelemente helfen, den Charakter der Protagonisten besser zu verstehen. Mit Hilfe eben dieser Frame-Strukturen wird dem Leser die Vielschichtigkeit des menschlichen Charakters und die Innenwelt eines Individuums noch deutlicher.

Die Korrelation zwischen Terminalelementen und Frames, die mit Hilfe von Frame-Strukturen im Diskurs aktualisiert werden, ist oft implizit und lässt sich nicht immer erkennen, aber es lohnt sich, sie zu erforschen, denn die Untersuchung dergleichen Beziehungen hilft bei der Aufdeckung der Pragmatik des Autors und kann somit zum Gegenstand künftiger Forschung im Bereich der kognitiven Linguistik werden.

Literaturhinweise

1. Bellert I. (1972). Über eine Bedingung für die Kohärenz von Texten. In: F. Kiefer. Semantik und Generative Grammatik. Bd. 1. Frankfurt. S. 37–65. [in German]
2. Duden. (2001). Deutsches Universalwörterbuch. 4., neu bearbeitete und erweiterte Auflage. Mannheim, Leipzig, Wien, Zürich: Dudenverlag. 1892 S. [in German]
3. Harris, Z. (1952). Discourse Analysis. In: Language. Journal of the Linguistic Society of America. Baltimore.
4. Hesse, H. (1995). Das Glasperlenspiel. Frankfurt am Main: Suhrkamp. 309 p.
5. Kozak, S. (2016). Framestrukturen der Bezeichnung der Wesensart im Diskurs der schönen Literatur. In: Aktualni pytannia inozemnoi filolohii [Actual questions of the foreign philology]. № 5. Lutsk. S. 63–68. [in German]
6. Minsky, M. (1975). A Framework for Representing Knowledge. The Psychology of Computer Vision / P. Winston (ed.). New York : McGraw-Hill. P. 211–278.
7. Neubert, A. (1983). Diskurs über den Diskurs. Neue Denkanstöße in der Sprachwissenschaft oder zur Gegenstandsbestimmung der Linguistik: Sitzungsberichte der sächsischen Akademie der Wissenschaften zu Leipzig. Berlin: Akademie-Verlag. 16 S. [in German]
8. Pike, K. L. (1967). Language in relation to a unified theory of the structure of human behaviour. The Hague. 762 p.

UKRAINIAN CULTURAL AND ART TV PROGRAMS DURING THE RUSSIA'S INVASION OF UKRAINE

Anastasia Lytvynenko

Ph.D., Assistant at the Department Cinema and TV Arts,
Taras Shevchenko National University of Kyiv, Ukraine
e-mail: alytvinenko@knu.ua, orcid.org/0000-0003-1375-5202

Summary

This study examined how cultural and arts journalism changed during the year of the full-scale Russian invasion of Ukraine**.** This article presents an audience survey on whether they watch cultural and artistic content more often than before the war, and why. In addition, a content analysis of the public broadcaster "Suspilne. Culture". All videos on the broadcaster's YouTube channel, published after February 24, 2022 – the date of the start of Russia's full-scale invasion of Ukraine, and up to and including February 24, 2023 – were processed. Out of 306 surveyed audiences of TV programs and YouTube channels, 74.8% of respondents started watching cultural content more often than before the war. Content analysis of the public-broadcaster "Suspilne. Culture" showed that journalists adapted the content to the realities of wartime. In addition, the results of the survey and the growth of the audience of the YouTube channel "Suspilne. Culture" showed society's need for such content. The war in Ukraine showed that the audience needs a greater level of national identification and new knowledge about the culture of their country. During the year of the war, cultural journalists created hundreds of hours of content to combat propaganda narratives, fakes, oppose Russian aggression through culture in the world, and popularize the heritage of Ukrainian artists and cultural figures.

Key words: culture; Journalism; War; Public television channel; Youtube; Ukraine.

1. Introduction

A full-scale war between Russia and Ukraine has been going on for more than a year. Russia has launched a multi-pronged attack on Ukrainian culture and cultural infrastructure, from targeted attacks on buildings that symbolize national culture to resistance to the suppression of the Ukrainian language in schools; attacks on writers; executions of artists; and the bombing of local cultural centers throughout Ukraine *(Pen America 100, 2022)*.

The Russian aggressors certainly do the following in the occupied territories: burning of Ukrainian libraries, destruction of churches, looting of museums and removal of exhibits, dismantling and theft of monuments, and Russification of schools and replacement of road signs *(New York Times, 2022)*. Objects of culture that cannot be stolen are destroyed, and figures that cannot be "broken" are killed *(Ukrainian Catholic University, 2022)*.

According to preliminary estimates, as of December 2022, more than 550 different monuments and cultural objects were destroyed as a result of the full-scale military invasion of Russia on the territory of Ukraine, and the same number were damaged *(Ministry of Culture and Information Policy of Ukraine, 2022)*.

According to the 2016 UN Report on the deliberate destruction of cultural heritage as a violation of human rights, the deliberate destruction of cultural heritage in the history of

mankind during wars was not the first time: the bombing of Guernica, a Basque city in northern Spain, by German aircraft in support of General Franco during the Spanish Civil War; the Nazis' systematic destruction of Polish libraries and archives during World War II; Attacks on cultural heritage sites, including Palmyra in Syria, by the Islamic State of Iraq and Syria (ISIS) are among the most notorious attempts to destroy culture during wars *(United Nation Human rights, 2016).*

The destruction of Ukrainian culture is a key element of Russian aggression. Prior to the full-scale invasion of Ukraine, the Russian president delivered a speech outlining the invasion's goals, which included the destruction of the Ukrainian nation. In his speech, he claimed that Ukraine as a state was first created by Volodymyr Lenin *(BBC Ukraine, 2022),* while conveniently omitting the independent Ukrainian state of 1917-1920 and the war between Kyiv and Moscow at that time. Falsification of Ukrainian history is a common tactic of the Russian Federation in its efforts to undermine Ukraine's independence, as it seeks to deny the existence of Ukrainian identity and delegitimize its right to statehood, language, and culture.

While news journalists are working to debunk fake news about the situation at the front, Ukrainian cultural media have also changed the vector of their work and adjusted to the conditions of the information war. Therefore, the role of cultural journalism in Ukraine during a full-scale war is indeed of strategic importance.

The purpose of this research allows cultural and arts journalists to understand the importance of their field by exploring how people need information about culture and the arts during wartime.

2. Methods

The authors solicited feedback and questions from survey respondents on social networks. Therefore, no confidential personal information was obtained, and neither institutional review board approval nor informed consent was required.

This is a survey based on observation and content analysis. The audience was asked whether they watch content about Ukrainian culture, art, and history more often than before the war and why. The survey was conducted among Internet users on social networks (Facebook and Instagram) using Google Forms from March 3 to March 30, 2023. In total, 306 respondents took part in the survey, including men and women from different age groups. The total target number could not be estimated. Survey response data were presented using descriptive statistics.

The survey consisted of two questions: "Have you started viewing content about culture and art, in particular Ukrainian, more often after the war began?" and "Why do you choose cultural and artistic content for yourself?". The first question contained two answer options (yes or no), and the second question contained six options: in order to identify myself as Ukrainian, I want to know more about my own culture, better navigate the world of culture, I have a personal interest in this topic and distract myself from news about the war. The analysis of the responses focused on whether viewers began to watch cultural content more often since the beginning

A content analysis was conducted on the public broadcaster "Suspilne. Culture" as well as the Ukrainian-language YouTube channel "Social. Culture", which has 74 thousand subscribers (as of April 2023). For the YouTube channel, the analysis focused on examining trends in subject matter, content, format, and timing, and included all videos published between February 24, 2022, and February 24, 2023. Changes in the number of subscribers and views were analyzed on a monthly basis."

3. Comparison with previous studies

During times of war, journalists typically focus their resources on covering combat operations. However, it's important to note that the topic of culture and the arts has always been significant during wartime.

The mainstream media are not the only discursive machinery to attribute meaning to war. Other spheres, such as literature, the arts, the streets (as public spaces), film, cartoons, and popular culture, contain discourses that reproduce or disrupt the hegemonic discourses of war *(Nico Carpentier, 2015)*.

For example, during First World war France, Britain and the German Empire mobilized large propaganda machineries that resorted to journalistic grants, film projections or the dissemination of posters and leaflets to achieve their objectives. The Most popular weekly magazine, War Illustrated, which informed the British public about the details and controversies of the First World War. Its image-led depiction of the conflict comprised maps, photographs and war artists' work alongside reporting, editorials and articles from notable figures such as H. G. Wells and Millicent Fawcett *(Griffiths, 2020)*.

The role of posters, which were published in newspapers, magazines, specialized publications and art magazines during the war in the United States, in attracting American support in the First World War is significant *(Griffiths, 2020)*.

During World War I, periodicals in Ukraine primarily printed informational messages about war events. However, they occasionally featured letters, memoirs, and artistic works that did not have a political or national color. It's worth noting that the Ukrainian national press during 1914-1916 was banned by the Russian military authorities, with a few exceptions to newspapers and magazines that continued to exist in Russian or were published without censor permission. The primary objective of the Ukrainian press in the prisoner of war camps was to achieve political goals and promote national education, including affirming the idea of independence and the development of a free Ukrainian state *(Sydorenko, 2015)*.

When investigating the European and later American tours of the Oleksandr Koshyts Ukrainian Choir Chapel as an act of cultural diplomacy, historian T. Peresunko mentions a variety of both specialized art publications and general newspapers with culture sections. These publications published reviews, posters for concerts and other cultural events, and provided coverage of performances *(Peresunko, 2019)*.

The study of the Cold War as a non-armed confrontation between the USA and the Soviet Union has been marked by a number of studies of the concept of a 'culture war.' A vast range of cultural resources, from propaganda posters and radio broadcasts to sophisticated literary magazines, jazz bands, ballet troupes, and symphony orchestras, were weapons" *(Murray, 2018)*.

Russia's full-scale war with Ukraine has been going on for the second year. Despite the fact that most journalists are focused on covering the course of hostilities and the consequences of the war, cultural journalists continue to write about premieres of films and plays, book presentations and exhibitions that take place in the rear cities of Ukraine. After all, before the war, there was a great demand for cultural topics, in particular on television, as evidenced by the results of a previous study, 93.2% of respondents said that they wanted to see more cultural and artistic content on the air of national TV channels *(Lytvynenko, Mysechko, 2022)*.

4. The results

The results of the audience survey showed that out of 306 respondents, 253 (82.7%) reported watching cultural and artistic content more often than before the war, while 53 (17.3%) did not (Fig. 1).

Figure 1. The level of interest in cultural and art content among Ukrainians after February 24, 2022
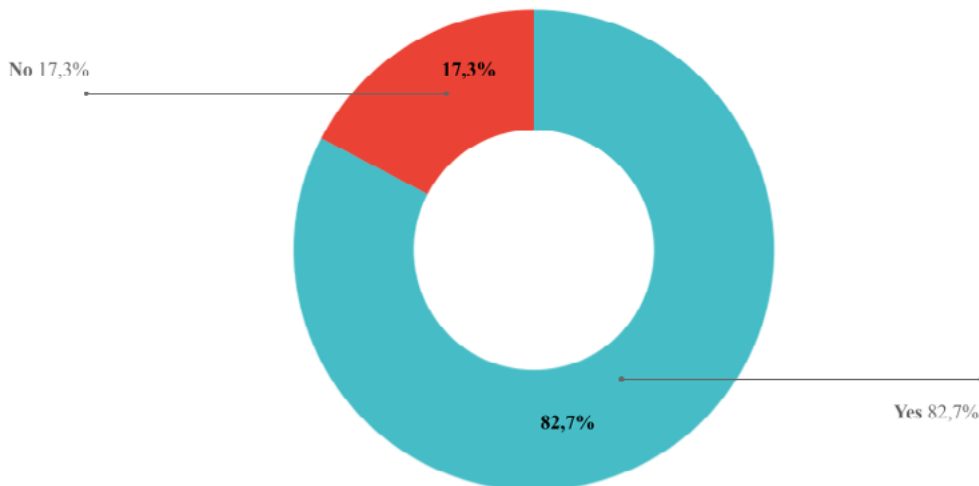
Among those who reported watching more cultural and artistic content, 69.6% did so to learn more about their own culture, 52% wanted to better navigate the world of culture and art, 39.2% had a personal interest in the topic, 29.1% watched content to identify themselves as Ukrainians, and 19.3% (59) watched content to distract themselves from the war (Fig. 2).

Figure 2. Reasons for the increased level of interest in cultural and art content among Ukrainians after February 24, 2022

143
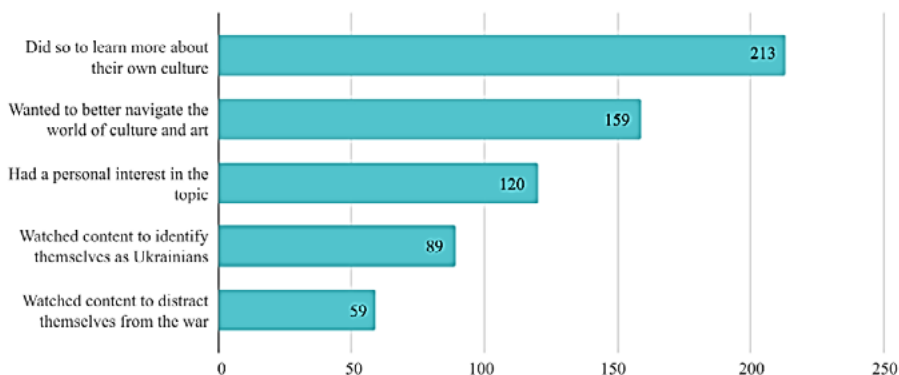
5. Content analysis You-Tube channel "Suspilne. Culture"

A content analysis, conducted on the YouTube channel of the public television broadcaster "Suspilne. Culture". The analysis showed that the journalists had adapted their work to the military realities, without any long pauses in content production on both YouTube and television. Since all efforts were focused on covering the information support of the war, journalists of "Suspilne. Culture" joined the nationwide telethon "United News" to provide uninterrupted information about the course of military operations *(Detector media, 2022).* However, work on "Suspilne. Culture" was restored in the middle of March 2022. The main emphasis in the content is focused on documentary projects that promptly reflected the full-scale invasion of the Russian Federation in Ukraine in an artistic form, and quality journalism that highlighted the most pressing cultural issues.

Content analysis based on selected criteria reveals the following conclusions:

1. The format of documentaries and series highlights two thematic groups: the study of the cultural heritage of the Ukrainian people and the fight against censorship bans during the Soviet regime and coverage of cultural events that became key during the war year.

The following TV projects belong to the first thematic group: "Smoldering. To be a formalist" (12.06.2022) – this documentary film explores the experience of being a formalist artist in a totalitarian system and debates the preservation of Soviet Union's monumental heritage in modern independent Ukraine; "Heritage of Tereshchenko" (28.06.2022) – an 8-part series delving into the generations of the Tereshchenko dynasty, Ukrainian patrons who were erased from collective memory due to being considered ideologically unreliable; "Smoldering. The Tree of Life" (28.09.2022) – this documentary film focuses on the mosaic monumental heritage of Mariupol, one of Ukraine's largest, and explores the fate of mosaicists and residents after the occupation by Russian forces. In the documentary film "Smoldering. The Tree of Life," we are transported to the peaceful Mariupol in December 2021 and explore the city; "In search of Skovoroda" (21.12.2022) – this documentary film explores the life and works of Hryhoriy Skovoroda, an influential Ukrainian philosopher, theologian, poet, and teacher, created in celebration of the philosopher's 300th anniversary (before this date, "Hryhoriy Skovoroda Weeks" were held on all platforms of Public Broadcasting – a series of programs, films, special projects); "Shchedryk against Russian world" (25.12. 2022) – this documentary film chronicles the choral chapel tours led by conductor Oleksandr Koshyts during 1918-1924, which initially started as a cultural diplomacy initiative and featured Mykola Leontovych's "Shchedryk", known in the world as the Christmas hit "Carol of the Bells"; "Between the drops" (29.12. 2022) – a 7-episode series highlighting Ukrainian cultural resistance and the fight against Soviet censorship in artistic circles.

The following TV projects belong to the second thematic group: "Kalush Orchestra, or How we stopped worrying and won the Eurovision during the war" (10.12.2022) – this documentary film follows the journey of Ukraine's participation in a song contest during the war and explores the power of Ukrainian music. It showcases the band that achieved victory, highlighting how their performance further united Ukrainians during challenging times; "Documentary novels about the war" – this series of programs explores the importance of art during times of war. It covers various aspects, including Ukraine's participation in the Venice Biennale through the project "Kadyrivska Palyanitsa," the second evacuation of the Luhansk Philharmonic Orchestra during the war in the project "Fighting with Music," and the impact of art during war, featuring life stories of artists; "Rebuff 10/10. How Ukrainian culture gets over Russian missiles" – this documentary film shows the consequences of the massive shelling that occurred on October 10, 2022, in cities across Ukraine. It highlights the morning when

the Russian Federation launched 84 missiles and 24 drones. (4 people were killed and 97 were injured). The film explores the enduring resilience of Ukrainian culture amidst such acts of terror (6 cultural institutions, schools, kindergartens, hospitals were damaged); "Contour" (28.02.2023) – this documentary and music project took place in December 2022 in frontline and liberated cities of Ukraine. A large team of musicians, public figures, and documentarians went on a tour of wounded cities. This film showcases performances by touring musicians and local artists, along with the stories of individuals, who are currently transforming their cities, building communities, developing culture and inspiring others..

2. During the year of the war, the journalists of "Suspilne. Culture" created a number of new cyclical and special projects. First of all it is "Cultural Instinct" (from April 2022, every Sunday at 10 p.m.) – a series of interviews with artists and cultural figures discussing the socio-cultural factors leading to the war and the transformation of the country's culture during the war. Also "Culture on Time" (weekdays, at 10 p.m.) is a daily informational and analytical program highlighting the most interesting events and personalities in the Ukrainian cultural scene. It covers art exhibitions, film screenings, literary and music festivals, and features conversations with thought leaders exploring culture as a valuable guide during wartime. Youtube project "ARTillery" – stories and interviews focusing on the creative youth during the war, analyzing the changes experienced by different facets of Ukrainian culture (stand-up comedy, street art, cinema, theater, tattoo marathons, music) in the context of a full-scale Russian invasion. The series introduces new talents and names to the audience Infotainment vlogs. Also was Youtube project "Cool'turymo" – covering significant cultural events in Ukraine and around the world; and "Cultural Ukrainians. Independent People" is a series that profiles prominent Ukrainians who played pivotal roles in achieving the country's independence. It is also worth mentioning the series of podcasts about literature "Book Shelter" (the author and host of the program – is Ukrainian poetess and journalist Olena Huseynova); and "Let's Go to the Museum. Unoccupied".

3. Existing projects were transformed for wartime: the daily informational and analytical program "Culture on Time" (until April 28, 2022, the program was published under the title "News of Culture"); and the second season of the cycle of programs about outstanding Ukrainians who created the independence of our country "Cultural Ukrainians. Independent people."

4. Despite the war, a number of cultural and artistic events took place in Ukraine, which were broadcast or commented on the YouTube channel "Suspilne. Culture" (the 29th Book Forum in Lviv, the 13th International Poetry Readings by Meridian Czernowitz in Chernivtsi, the national selection for Eurovision 2023). Journalists did not ignore world events, in particular, those involving Ukrainian artists (8th International Film Festival in Sarajevo, Berlinale–2023, Oscars-2023, and the alternative Nobel Prize in Stockholm).

5. A number of special broadcasts were organized for important and memorable events, which were broadcast live on the YouTube channel: the television version of the annual awarding ceremony of the laureate of the Heorhiy Gongadze Prize for Journalism, "Day of Ukrainian Statehood. History through Museums", the 5th National Award of Film Critics "Kinokolo", and the awarding ceremony of the Czech "Memory of Peoples Award," among others.

6. Despite the war, concerts were organized in the rear cities, theater premieres and art projects were held, and broadcasts of these events could be viewed on the YouTube channel (Concert for the Day of Ukrainian Statehood with the participation of the National Symphony Orchestra of Ukraine and leading artists of Ukraine; television version of the concert in memory of the musician Miska Barbara in honor of his 50th birthday with the participation of famous Ukrainian stars; television version of the musical memorial event "Bucha: Requiem" in memory of innocently killed and tortured Ukrainians in the Kyiv regionж; concerts of the

National Honored Academic Choral Capella of Ukraine "Dumka" and the National Honored Academic Symphony Orchestra of Ukraine; concerts of solo performances by Ukrainian artists such as "Haydamaky," "Hadyukin Brothers," Tetiana Piskareva, Maria Burmaka, Ilaria, the recordings of which were made before the full-scale invasion; broadcast of the premiere of the opera "Kateryna" performed by Odessa National Academic Opera and Ballet Theatre; poetry of dark times within the framework of the project "The day that should not be," commemorating the anniversary of the beginning of the full-scale war of Russia against Ukraine;

Figure 3. The number of subscribers of the Youtube channel «Suspilne. Culture» before and during after one- year the Russian invasion in Ukraine February 24, 2022
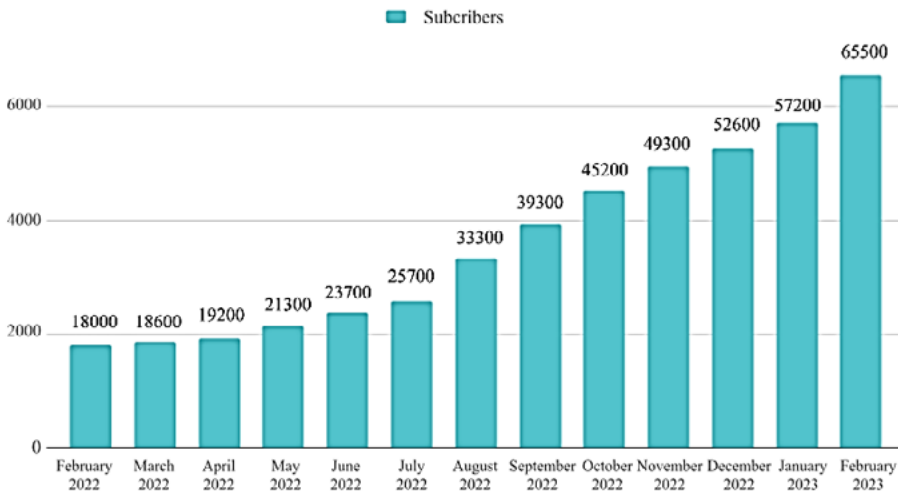
Figure 4. The number of viewers of the Youtube channel «Suspilne. Culture» before and during after one- year the Russian invasion in Ukraine February 24, 2022
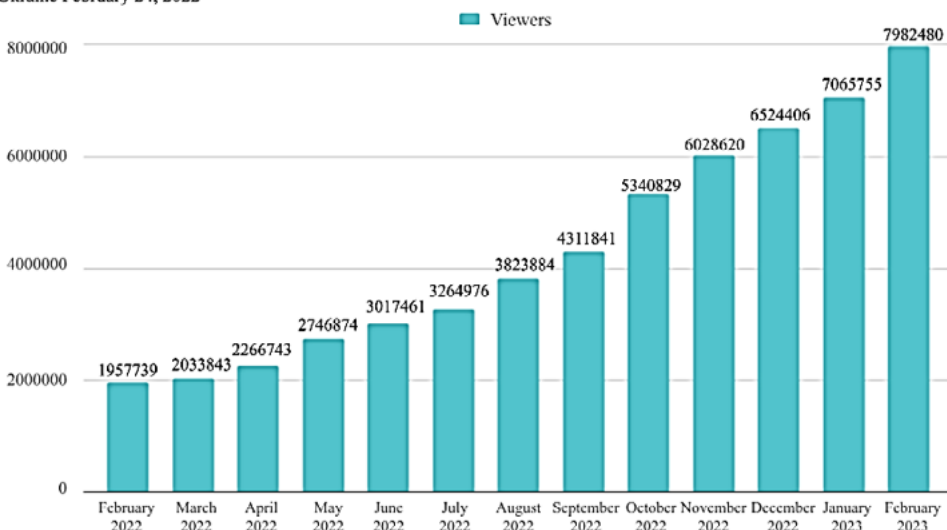
television versions of concerts at the Ukrainian Radio Recording House with the participation of the Ukrainian Radio Symphony Orchestra, Academic Orchestra of Folk and Popular Music; concerts "Chamber Music Evening" (2 concerts), "Prayer for Victory," "To You, Ukraine", SYMPHONIC MAINSTREAM).

7. The audience of the YouTube channel increased almost four times during the year of the war (Figure 3).

The number of views on the channel «Suspilne. Culture» increased by 4.5 times (Figure 4).

The generalized conclusions of the content analysis, which demonstrate the thematic content and quantitative indicators of content and views on the YouTube channel "Suspilne. Culture" during the year of war, are presented in Table 1.

Table 1

Format	Subject	Amount of content, duration
Documentary films and series	The study of the cultural heritage of the Ukrainian people and the history of the fight against censorship bans during the Soviet rule.	10 documentary films and series with a total duration of approximately 14.5 hours
	Coverage of cultural events that were significant during the war years, documenting the crimes committed by Russians against Ukrainians and the impact on Ukrainian culture.	
Cyclical journalistic projects (news, interviews, reports, informative and analytical stories, blogs, podcasts)	Current events from the world of culture and arts in Ukraine and the world	Over 400 episodes with a duration of 132 hours
Special projects and broadcasts of cultural events	Events	5 special broadcasts, 6 events and special broadcasts with a total duration of 35 hours
Musical and artistic projects	Concerts, performances, readings	total duration of concerts and artistic projects – 34 hours

6. Key Results and Interpretation

The results of the audience survey showed that 74.8% of respondents started watching cultural content more often than before the war. Among those who answered positively, 69.6% do so to learn more about their own culture, 51.5% want to better navigate the world of culture and art, 39.2% of respondents have a personal interest in the topic, 28.9% watch the content to identify themselves as Ukrainians, and 19.3% use it as a distraction from the war.

The results of this study suggest that Ukrainians who remained in Ukraine during the war and use social networks have a need to increase their knowledge of Ukrainian culture and art, as well as strengthen their national self-identification. As of July 2022, almost 77% of Ukrainians used social networks, indicating that the survey results are reliable and can be generalized to the wider Ukrainian community. *(Globallogic, 2022).*

The survey results demonstrate that the Ukrainian audience has increased its consumption of cultural and artistic content since the outbreak of war. This is attributed to a desire to broaden their knowledge of Ukrainian history and culture, to better understand the world of art, and to identify more strongly as Ukrainians.

Russia's longstanding cultural policy (including the Soviet Union) over the centuries in Ukraine, which provided for an ideological and cultural aspect (the immortalization of Russian artists in numerous toponyms in Ukrainian cities, cultural institutions, the study of Russian language and literature in educational institutions), intensified propaganda (narrative about fraternal nations, common language and culture), blurring of informational and cultural borders, presence of Russian artists in the Ukrainian information space (media, YouTube channels) hindered Ukrainian cultural identification.

The war started by Russia and the occupation of part of the territories in 2014, along with increased state support for the cultural sector, caused the first wave of rejection of Russian culture, language, and content in general, and increased demand for the national cultural product. The events of February 24, 2022, led to a mass rejection of everything Russian (language, culture, contacts), not only in Ukraine but also in the world, due to its association with an enemy. Therefore, it is natural for Ukrainians to desire separation from Russia completely, to overcome the syndrome of their own inferiority imposed for decades, and to satisfy their need for information about their national culture. The growth in views and subscribers of the Youtube channel "Suspilne. Culture" confirms this trend.

The content analysis of "Suspilne. Culture" shows that journalists have adapted to working in war conditions, particularly in information work. The content created during the year of the war, including documentary projects, reports, interviews, stories, podcasts, and broadcasts, illuminates the rich national cultural heritage, counters propagandist theses about the absence of Ukrainian cultural heritage, documents the crimes of Russians against Ukrainian culture, debunks false information about belonging to Russian culture, and promotes the popularization of Ukrainian culture globally.

The reformatting of the content related to the military theme was also reflected in the project names such as "Book Shelter," "ARTillery," and "Culture on Time." The swift resumption of the channel's operations to produce and promote cultural content about Ukraine demonstrates the audience's demand for this type of content, which is supported by the survey results.

Despite the ongoing war, cultural life in Ukraine did not stop. Journalists continued to work during air raids and broadcasted from shelters. The "Suspilne. Culture" YouTube channel regularly featured concerts, awards shows, discussions on global and Ukrainian cultural events, and premieres dedicated to significant dates.

Journalists responded quickly to the full-scale invasion by turning to the past pages of Ukrainian culture through documentary films and series, highlighting the cyclical nature of history and its relevance to contemporary events. The coverage of modern news and cultural events by journalists allowed for showcasing the world's artistic community's response to the war and the significance of cultural diplomacy.

For example, these reports cover exhibitions of Ukrainian artists around the world showcasing works that document the crimes and horrors of war, including paintings, photos, and art objects. They also report on events and promotions from world cultural institutions such as operas, theaters, and museums, supporting Ukrainian artists and their work, as well as individual Ukrainian artists such as musicians, actors, and writers. Additionally, the reports cover protests against Russian artists performing on the same stage as Ukrainians at world cultural events.

This illustrates that the creators of cultural content recognized the significance of culture during wartime and revealed their civic positions, even if their work was not directly related to the military sphere. Art and culture cannot exist outside of politics when they are being destroyed by the enemy.

7. Conclusions

This study emphasizes the significance of cultural and arts journalism during times of war, based on the conducted quantitative research and content analysis. The results confirm that audiences are interested in cultural and artistic content for the purpose of national self-identification and a better understanding of Ukrainian culture. The content analysis of the public broadcaster "Suspilne. Culture" shows that cultural journalists have been able to adapt to the realities of the war by creating various types of cultural content, including documentaries, interviews, stories, reports, vlogs, and podcasts. Through their work, cultural journalists have covered current cultural events, countered propaganda, documented war crimes, ensured their publicity in society, promoted the spread of new knowledge about culture and art, and united the nation. These findings demonstrate the crucial role that cultural journalism plays in shaping public opinion and promoting cultural awareness during times of conflict.

References

1. BBC News Ukraine (2022). "Haryachkove marennya". Analityky BBC pro vystup Putina. ["Feverish delirium". BBC analysts on Putin's speech]. https://www.bbc.com/ukrainian/ features-60478181. [in Ukrainian].
2. Detector media (2022). Velyke ukrayins'ke teleradiodyvo. Yak nashe telebachennya i radio spromohlosya ob"yednatysya zarady Ukrayiny. [A great Ukrainian TV and radio miracle. How our television and radio managed to unite for Ukraine]. https://detector.media/info-space/article/197242/2022-03-07-velyke-ukrainske-teleradiodyvo-yak-nashe-telebachennya-i-radio-spromoglosya-obiednatysya-zarady-ukrainy/. [in Ukrainian].
3. Globallogic (2022). Vtracheni mozhlyvosti: ukrayintsi nadayut' bil'shu perevahu rozvazhal'nym sotsmerezham, nizh profesiynomu LinkedIn. [Lost opportunities: Ukrainians prefer entertainment social networks more than professional LinkedIn]. https://www.globallogic.com/ ua/about/news/social-networks-and-opportunitites/. [in Ukrainian].
4. Griffiths. J (2020) Communication and the First World War. London: Routledge. 324 p. https://doi.org/10.4324/9780429439056
5. Lytvynenko A., Mysechko A. (2022) Spetsyfika I tendentsiyi vysvitlennya kulturno-mystetskykh novyn na ukrainskomu telebachenni. [Specifics and trends of broadcasting cultural and artistic topics of Ukrainian television]. Knowledge, Education, Law Management. (8):122–130. https://doi.org/10.51647/kelm.2022.8.20 [in Ukrainian].
6. Ministry of Culture and Information Policy of Ukraine (2022). Destroyed cultural heritage of Ukraine. https://culturecrimes.mkip.gov.ua/
7. Murray A. (2018). Constructing the Memory of War in Visual Culture since 1914. New York: Routledge. 294 p. https://doi.org/10.4324/9780203711385
8. New York Times (2022). Ukrainian cultural heritage war impacts. https://www.nytimes.com/ interactive/2022/12/19/arts/design/ukraine-cultural-heritage-war-impacts.html
9. Nico Carpentier (2015). Culture, Trauma and Conflict: Cultural Studies Perspectives on War: Cambridge Scholars Publishing. 337 p.

10. Pen America 100 (2022). Ukrainian culture under attack: Erasure of Ukrainian Culture in Russia's war against Ukraine. https://pen.org/report/ukrainian-culture-under-attack/.

11. Peresunko T. (2019) Kul'turna dyplomatiya Symona Petlyury: «Shchedryk» proty «russkoho myra». Misiya kapely Oleksandra Koshytsya (1919–1924).

12. [Simon Petliura's cultural diplomacy: "Shchedrik" against "Russian world". Mission of Oleksandr Koshyts Chapel (1919–1924)]. Kyiv: ArtEk Publishing House. 312 p. [in Ukrainian].

13. Sydorenko N. (2015). Viyna i presa: osoblyvosti tematyky (1914–1917). [War and the press: peculiarities of the subject (1914–1917)] Obraz.: (3):133–41. [in Ukrainian].

14. Ukrainian Catholic University (2022). "Vony mityat' svoyu terytoriyu ideolohichnymy symvolamy". Myroslav Marynovych pro znachennya kul'tury dlya rosiyan i ukrayintsiv. ["They mark their territory with ideological symbols." Myroslav Marynovich about importance of culture for Russians and Ukrainians]. https://ucu.edu.ua/news/vony-mityat-svoyu-terytoriyu-ideologichnymy-symvolamy-myroslav-marynovych-pro-znachennya-kultury-dlya-rosiyan-i-ukrayintsiv/ [in Ukrainian].

15. United Nation Human rights (2016). Report on the intentional destruction of cultural heritage as a violation of human rights. https://www.ohchr.org/en/documents/thematic-reports/a71317-report-intentional-destruction-cultural-heritage-violation-human

THE KEY ROLE OF ARTIFICIAL INTELLIGENCE IN EDUCATION 4.0

Iryna Malynovska

Senior Lecturer at the Department of Foreign Philology and Translation,
State University of Trade and Economics, Ukraine
e-mail: i.malynovska@knute.edu.ua, orcid.org/0000-0002-0867-3715

Iryna Smyrnova

Doctor of Pedagogical Sciences, Professor,
Professor at the Department of Management in the Transport Industry,
Danube Institute of National University "Odesa Maritime Academy", Ukraine
e-mail: phd.smyrnova@gmail.com, orcid.org/0000-0003-2085-5391

Summary

In the article, the authors analyse the basic concepts of "artificial intelligence" and "Education 4.0" and assess the prospects for their implementation in Ukrainian society. It is established that against the backdrop of rapid technological development in the context of Industry 4.0, the issue of effective transformation management is becoming increasingly important in order to implement the necessary changes at the right time. To keep pace with the realities of the fourth industrial revolution, the concept of Education 4.0 was created, which envisages new approaches to teaching, communication between students, digital learning and other aspects of higher education. The purpose of this study is to establish the directions of transformation in higher education in Ukraine, taking into account the current conditions: the war started by the Russian Federation and to determine the level of knowledge of students about the basic concepts of Education 4.0 and to determine the level of use of artificial intelligence tools in their educational institutions. Artificial intelligence methods are increasingly supporting Education 4.0. We are seeing an ever-growing demand for adaptive and personalised education.

The study involved 150 students from the Danube Institute of the National University of Odesa Maritime Academy and the State University of Trade and Economics. The survey was conducted in Google Forms developed by the authors, where students had to answer questions about the specifics of using artificial intelligence and Education 4.0 in closed answers. Having analysed the answers of students, it can be concluded that only a third of respondents have an idea of the basic concepts of Education 4.0 and its role in the educational environment, and personalised learning takes place in educational institutions, according to the vast majority of students, which is a prerequisite for both the use of AI and the implementation of Education 4.0.

Key words: information and communication technologies, education transformation, personalisation, digitalisation, educational process, educational institutions, artificial intelligence.

1. Introduction

The use of digital technologies in the educational environment is one of the most important and sustainable development trends in the world today. Digital technologies make it possible to intensify the educational process, make it mobile, differentiated and adapted to the

realities of today. Moreover, digital technologies and artificial intelligence tools can ensure the continuity of learning in the face of unpredictable influences (e.g., pandemics or war). The challenges of the future of education involve different perspectives: assessing learning success through digital media, determining the competencies of students required for further education, unifying the skills that teachers must have to meet the requirements of a globalized and digitalized society. Introduction of new technologies that help to achieve meaningful learning for students and ensure personalization and continuity. Today, in the field of higher education, there is a call for the development of meaningful learning based on the use of artificial intelligence and enabling the formation of digital competencies in students to address the issues shaped by the Industrial Revolution 4.0. It is worth noting that the era of the third level of technological development, called Industry 3.0 (electronics, information and communication technologies, automation and partial robotization of production processes, etc. The transition to the next level is underway – Industry 4.0 (artificial intelligence, cyber-physical systems, industrial and communication digitalization, robotization of production processes, the Internet of Things, etc.) The transition stage raises new demands for education at all levels. In the program of the great transformation "Education 4.0: Ukrainian Dawn", the main requirement is to ensure that the national education system is compliant with the technological mode of Industry 4.0.

2. Analysis of scientific sources

Research related to the use of artificial intelligence in education can be found in the works of O. Spirn, L. Kartashova, O. Humennyi, N. Volkova, N. Kustra, D. Lubko, Y. Nikolskyi, V. Pasichnyk and other scholars.

Education 4.0, according to J. Miranda, means "the desire to educate a new generation of highly competitive professionals who are able to use the right physical and digital resources to provide innovative solutions to current and future societal problems" *(Miranda, 2020)*. Other scholars note that Education 4.0 provides resources for learning and developing competencies and skills for Industry 4.0 *(Mourtsis, 2018)*.

Among the higher education institutions that use artificial intelligence, it is worth noting: The Technical University of Munich, which conducts research in the areas of virtual reality, artificial intelligence, and machine learning; the University of Birmingham, which uses a blockchain-based academic certification system; the University of Arizona, which has opened a number of research laboratories for the study of Industry 4.0 technologies, including a blockchain laboratory.

In the studies of In the research of foreign scholars, much attention is paid to the use of learning tools, the new emerging digital culture, and the peculiarities of education development in the context of the widespread use of artificial intelligence tools.

3. The impact of artificial intelligence on education 4.0

Education 4.0 is an open education of a knowledgeable society that provides training, retraining and advanced training for the professional staff of Economy 4.0.

The main goal of Education 4.0 in Ukraine is to ensure the versatile development of the personality of students (XXI century) in accordance with their individual needs and the needs of various socio-economic systems, the integration of the education system of Ukraine into the European and world educational space, increasing competitiveness and socio-economic efficiency functioning and development of educational institutions and the education system as a whole in the conditions of open markets for educational services and labor.

Successful implementation of the new model of training requires a clear understanding of the peculiarities of Education 4.0 (the programme of the great transformation "Education 4.0: Ukrainian Dawn"), its main characteristics, and also requires daptation of the practice of training skilled workers to the changing requirements.

After analyzing the work of scientists *(Bykov, 2017)*, the authors note that this goal can be achieved by:

• implementation in education of modern paradigms of human-centeredness, equal access to high-quality, continuous education, principles of open education;

• Necessary improvement of organizational-economic, functional-purpose and content-technological subsystems of the national education system;

Introduction of innovative pedagogical systems into educational practice built on the basis of the latest achievements of national and international psychological and pedagogical science (primarily e-pedagogy and digital humanistic pedagogy), advanced educational practices of educational institutions (primarily those providing training on the principles of open education), as well as the latest achievements of scientific and technological progress (primarily in the field of ICT).

Education 4.0 should ensure the continuous reproduction and development of the national culture in the younger generations, the preparation of the younger generation for full-fledged active work in the new socio-economic conditions of the 21st century, the internationalization and integration of educational systems, the versatile development of the individual in accordance with individual human needs and the personnel requirements of Society 4.0. This will allow to continue the integration of the Ukrainian system into the European and world educational space, to ensure an increase in the competitiveness of future specialists and the development of educational institutions of different levels and the entire education system in the conditions of open markets for educational services and labor, in the new realities of human life in society. 4.0.

In Education 4.0, artificial intelligence can play a key role in identifying new educational success factors and enabling personalized, adaptive learning by answering common student's questions using learning analytics and predictive modeling. Education 4.0 completes the phenomenon of digital integration in everyday life, when people, tools and materials come together to solve problems, debug and discover new innovative theories. Education 4.0 has ubiquitous information and a dynamic process of teaching and learning *(Zhongshan, 2020)*.

4. "Ukrainian Dawn: Education 4.0"

The strategy for the development of artificial intelligence in Ukraine is designed for the period 2022-2030 and its implementation will be carried out in two stages: – Stage I – 2022–2025; – Stage II – 2026–2030 On December 9, 2022, the Minister of Education and Science of Ukraine, during a Government meeting, presented the major transformation program "Education 4.0: Ukrainian Dawn", which was prepared by the MES team on the basic principles and principles of the Ukraine Recovery Plan.

The strategic direction is the harmonization of the Ukrainian and European educational spaces to match the domestic education system with the technological structure of Industry 4.0. According to this strategy, it is stated that Education 4.0 is an education that meets the requirements for human resources of Industry 4.0, where people and technologies are combined to open up new opportunities. The Education 4.0: Ukrainian Dawn program has become part of the Post-Victory Recovery Plan for Ukraine, which includes:

• restoration and development of Ukrainian education according to the principles of European integration;

• reconstruction of the destroyed infrastructure taking into account modern security and construction technologies;

• integration of the Ukrainian and European educational space;

• compliance of the education system with the technological principles of Industry 4.0;

• digitization in the field of education (it is planned to create a modern digital educational infrastructure, develop digital content for educators and launch a digital educational passport in a smartphone).

5. Research results

In the learning process, students must be prepared in accordance with industry requirements according to the fundamental principles of Education 4.0. Education 4.0 requires teachers, educators, administration to be universal and adaptive to the necessary changes; students must study in a business-like manner, following the basic Education 4.0 standards. In the study, the authors aimed to determine the level of education of Ukrainian students regarding the basic concepts of Education 4.0 and the use of artificial intelligence tools in their educational institutions.

The survey was conducted in a Google Form developed by the authors, where students in closed small answers answered questions regarding the specifics of the use of artificial intelligence and Education 4.0 in their higher education institutions.

The results of the study are presented in Fig. 1.
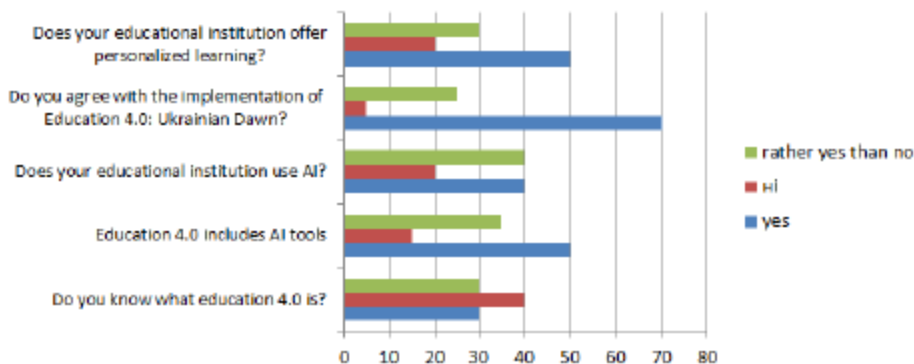
Fig. 1. Answers of the respondents

After analyzing the answers of the students, let us summarize: only 30% of students have an idea about the basic concepts of Education 4.0 and its role in the educational environment; while 40% of students have no idea what this concept is. When asked if Education 4.0 includes AI tools, 50% of respondents answered yes, 15% said no, and 35% said yes rather than no; according to 40% of applicants, AI is used in their educational institution; personalized learning takes place in educational institutions according to 80% of students who answered yes, and "rather yes than no". A total of 95% of students support the place of "Education 4.0: Ukrainian Dawn" in the implementation of Ukrainian society. At the same time, students noted that artificial intelligence will play a key role in higher education.

The analysis of the study allows us to state that Education 4.0 and artificial intelligence tools can increase the effectiveness of student learning, motivate them through adaptive and personalized learning, automate answers to common questions and improve the quality of online exams; improve student self-reflection and create a more personalized learning experience.

6. Conclusions

In other words, students' understanding of the main trends in modern society, understanding of important trends in the educational environment allows to create a powerful conscious specialist. The reflection of students after completing a course or studying in general should have certain results, and Education 4.0 and AI tools can help with this. The results of this study can be useful for teachers, educators, and researchers to better analyze and discuss the peculiarities of using AI in higher education institutions and to promote the implementation of Education 4.0 in Ukraine.

References

1. Mourtsis D., Vlachou E., Dimitrakopoulos G. (2018). Cyber-physical systems and education 4.0 – The concept of a learning factory 4.0. Procedia Manuf. IS. 23, pp. 129–134. [in English]
2. Miranda J., Rosas-Fernández J., Molina A. (2020).Achieving innovation and entrepreneurship through the application of education 4.0 and open innovation. In Proceedings of the 2020 IEEE International Conference on Engineering. Technology and Innovation (ICE/ITMC). pp. 1–6. [in English]
3. Vizniuk, I., Buglay, N., Kutsak, L., Polishchuk, A., & Kilivnyk, V. (2021). The use of artificial intelligence in education. Modern information technologies and innovative teaching methods in the training of specialists methodology theory experience problems theory. 14–22. doi. 10.31652/2412-1142-2021-59-14-22 [in English]
4. Bykov V.Y. (2017). Knowledge Society and Education 4.0. Education for the future in the light of the challenges of the XXI century. Education in the context of changes Civilization. p. 30–45 [in Polish]
5. The program of the great transformation "Education 4.0: Ukrainian Dawn". URL: https://mon.gov.ua/storage/app/media/news/2022/12/10/Osvita4.0.ukrayinskyy.svitanok.pdf. (date of application 21.06.23) [in Ukrainian]
6. Concept of artificial intelligence development in Ukraine. (2020). URL: https://zakon.rada.gov.ua/laws/show/1556-2020-%D1%80#n8. (date of application 20.06.23) [in Ukrainian]
7. Zhongshan C., Juxiao Z. (2020). Education 4.0 uses artificial intelligence to analyze student performance. Inteligencia Artificial. 23 (66), pp. 124–137. doi. 10.4114/intartif.vol23iss66pp124-137 [in English]
8. Radkevych V., Zhuryan V., Kononenko A., Smirnova I. (2023). Pedagogical aspects of the formation of environmental competence of maritime industry specialists. International Journal of Engineering Pedagogy. 13 (1). p. 82–93. doi:10.3991/ijep.v13i1.36125 [in English]

NONVERBAL COMMUNICATION AS EMBODIED CONSTANTS OF NONVERBAL EXPERIENCE IN FICTIONAL TEXTS

Oksana Melnychuk

Candidate of Philological Sciences, Postdoctoral Student,
Lviv Polytechnic National University, Ukraine
e-mail: melnychuk_oksanadm@ukr.net, orcid.org/0000-0003-4619-363x

Summary

Fiction is a valuable source of knowledge — any text can be viewed as a communicative phenomenon that verbally presents a fragment of a complete system of knowledge about the world. Nonverbal communication or nonverbal behavior the characters use is an embodied non-verbal experience the narrator presents and the reader perceives. Constants of nonverbal experience become visible as linguistic units or words denoting different kinds of characters' motion: gestures, movements, face expressions. The notion of experience is connected with the notion of knowledge that presuppose revealing a textual meaning in terms of a scheme containing constants of nonverbal experience. The sphere of cognitive narratology makes visible the connection between nonverbal communication, nonverbal experience embodied in a multidimensional meaningful fabric of a fictional text. Cognitive narratology seeks to reproduce the connections between the narrative levels of the text and the modes of cognitive activity of the reader, turning to conceptual analysis and linguistic analysis of the text.

Key words: cognitive narratology, textual meaning, scheme, motions, character's behavior.

1. Introduction

In cognitive narratology, the main goal of narrative analysis is the process of understanding and interpretation, which helps the reader to reconstruct fictional or narrative worlds *(Herman, 2000)*. The cognitive trend in narratology is directed on the development of a mental/psychic model which ensures the linguistic identification of the components of the meaning of a fictional text, which objectifies knowledge about nonverbal communication/behaviour, involving a number of related factors that create the "logic of the story" or coherence, in order to understand and interpret a fictional text *(Kuzmicova, 2013)*.

Narrative as a "cognitive tool" is embedded in a wide range of research practices, in particular, the creation and interpretation of a fictional text; it is used as a strategy for organizing knowledge and solving the problem of meaning-making. Cognitivists who defend the idea that fiction has significant cognitive value argue that through narrative it is possible to gain experience of empirical facts, concepts, human nature, or experience of nonverbal communication/behavior, embodied as constants of nonverbal experience. Cognitive and narrative methodology includes methods related primarily to cognitive-semantic and narrative analysis of the constants of non-verbal experience in fictional text, which requires the involvement of a cognitive scheme *(Gonzalez-Marquez et al., 2007)*.

The cognitive approach as methodology to the narrative provides an environment for important thinking actions represented by the characters, which allows the reader to understand

and interpret states, events and actions related to non-verbal communication/behavior, to create comprehensive connections between structural, cognitive, interpretive spheres of knowledge representation *(Mikkonen, 2015)*. The cognitive scheme as a means of embodiment the constants of nonverbal experience in a fictional text provides a philosophical and empirical basis for the constants of nonverbal experience within a coherent and discourse-oriented narrative world *(Caracciolo, 2014)*. Cognitive schematization, focusing on the constants of nonverbal experience in a fictional text, enables a holistic understanding of textual communication as a mental/psychic model that gives meaning to the experience of nonverbal communication/ behavior, influencing the understanding and interpretation the general meaning of a fictional text.

The article aims to ground the notion of the constants of nonverbal experience as embodied nonverbal communication in a fictional text. The tasks of the article comprise (1) analysis of fictional text and embodiment of nonverbal communication experience; (2) investigation of the constants of nonverbal experience and the meaning of a fictional text and (3) revealing the constants of nonverbal experience as a cognitive scheme.

2. Fictional text and embodiment of nonverbal communication experience

All of the researches of experience and consciousness have a philosophical origin. That is, the perceived object is different from its perception; the experience due to which the subject becomes aware of a thing as an object is not the object but an experience of the object. Thanks to the reduction, as E. Husserl explains, "the world, or individual things in the world, as absolute, are replaced by the corresponding meaning in the consciousness of the individual" *(McCormick, 1981: 24)*. Conceptualization of the experience of nonverbal communication/ behaviour in a fictional text is a linguistic embodiment through the words denoting movements, gestures, face expressions, postures, distance, etc. which we call "constants". Therefore, we argue that it is a kind of cognitive schematization, which organize the embodied constants of nonverbal experience forming the meaning in a fictional text.

Experience is the main concept of epistemology in connection with the terms "reasoning" and "mind"; "keeping something in mind" (German *Erfahrung*) or experiencing the events and actions of one's existence (German *Erlebnis*); the basis of the theory of empiricism (the term "empiricism" comes from the Greek *empeiria* – "experience"), in which it acts as a source of knowledge. Experience is a step on the way to get true understanding in terms of universals. However, according to ancient scientists, experience is an incomplete form of knowledge, because "there can be no pure rational penetration into the real needs or the internal structure of nature, and only the sense organs convey the proper information about the external reality" *(Health, 2006: 515)*.

Experience as a mental phenomenon is the activity of consciousness, "direct knowledge of the world through observation", which is accompanied by a feeling of direct contact with reality through the senses; there is the reality of objects and situations external to the subject. In contrast to the mental activity of thinking (reasoning, mind), experience "encompasses consciousness, in which the object is presented to the subject and has different modes: sensual, aesthetic, moral, religious, verbal and non-verbal" *(Honderich, 2005: 281)*.

In theories of knowledge, experience is interpreted in two ways: (l) internally, as a conscious formation; (2) externally, in relation to things in the world that a person is aware about. Most philosophers approach experience to sensory knowledge. Embodied or perceptual experience builds concepts through the process of recoding perceptual meaning. Concepts are the basic units of knowledge that are necessary for categorization (the ability to identify

individuals, entities, and properties) and conceptualization (the ability to construct alternative planes of category). A fictional text is an environment of knowledge actualization concerning nonverbal communication; it is a multimodal, communicative contextual system, which forms a cognitive perspective of understanding its meaning.

Linguistic data exist as secondary phenomenon as to the mental models that give them meaning and are primary to them. The constants of nonverbal experience are linguistic, embodied signs, which, unlike variables, are always the value (name) of a specific entity — a designation of voice characteristics or character movements. The cognitive perspective, which emphasizes the existence of schemas and mental models for perceiving and processing information, is closer to rationalism than to empiricism *(de Mey, 1982)*.

The deep roots of cognitive linguistics go back to the phenomenological revolution in philosophy. Phenomenological epistemology considers knowledge as a "synthetic interaction between the cognitive activity of the subject and the givenness of the object of knowledge" *(Geeraerts, 1985: 13)*. In this context, phenomenological epistemology is contrasted with theoretical views of philosophical knowledge, in which either a subject of thinking or a given object is responsible for getting knowledge. An important consideration of D. Geeraerts regarding epistemology is that knowledge is stored in structures. Cognitive linguistics studies a more practical direction of experience, considering language as a psychological projection, that is, language as an organization of knowledge about nonverbal communication/behavior that encompasses the perception of a fictional text as embodied experience.

Phenomenology emphasizes consciousness and intentionality regarding the joint interaction of the physical and the mental aspects with the environment. Consciousness exists in the bodily experience of the world. The reader who perceives a fictional text is not only a thinker, but a physical subject — his act of reflection is based on consciousness, which is "physical subjectivity". Therefore, intentionality is the main topic of phenomenology and one of the universal structures of consciousness. The mental status of the lexical values of the constants of non-verbal experience is related to the general function of thinking, that is, to the function of cognition as a reflection and reconstruction of experience. Linguistic meaning is continuous both with respect to the embodied "ownership of the world" in the schematized subjective experience and with respect to the referential "shared access to the world" in the intersubjective experience of understanding a fictional text. The meaning of the character's or narrator's linguistic expressions "spoken" in the text "points something out" to select a shared aspect of the universe of discourse within the linguistic conceptualization of the experience of nonverbal communication. A conceptual structure is constructed, covering category structures and knowledge organization (i.e., conceptual structures). In particular, the grammatical constructions of the fictional discourse participate in the interpretation of the constants of nonverbal experience, which have be objectified by linguistic methods: "experience does not determine conceptual systems, [it] only motivates them" *(Langer, 1989: 15)*.

Perceptual experience opens the way to the categorization of world phenomena, and these categories in concrete fields are metaphorically projected onto abstract spheres, such as time, emotions, and the structure of events. In fictional discourse, the subject — the character and/or the narrator — experiences and constructs the experience of nonverbal communication; it may be implicitly, or linguistically, encoded in an expression such as "I". The subject is called "ego", its location reveals the experience of the present time and is static existence. Temporal moments and events are conceptualized as objects in motion. On the contrary, events that have yet to be experienced are conceptualized outside the ego, a place, which is inaccessible to the human visual apparatus *(Dirven and Verspoor, 2004: 14)*.

By analogy with the origin of experience in language, which includes visual and sensory paths that connect the subject (experiencer) and the object (experienced) of cognition, we affirm the two-way interaction between the text and the reader. On the one hand, the reader emits a "probe" that moves towards the textual object and detects it upon meeting (this is a "reader as a source" sensory pathway). On the other hand, the textual object emits a "stimulus" that is directed at the reader and stimulates his sensibility (this is a sensory path of the "text as a source" type). Human vision is a "sensing system" emanating from the reading subject to detect a specific textual object at a distance, or as a property of the reading subject's vision that perceives a visual textual object *(Talmy, 2000: 124)*.

3. The constants of nonverbal experience and the meaning of a fictional text

Cognitive narratology refers to the "mental (mind-relevant) manifestations" of the story as a "communicative and semiotic tool for the organization of experience", a means of creating meaning located between the two poles of author-reader communicative activity: "creation and interpretation", or "construction and reconstruction of the fictional world of the prose text". Therefore, the meaning of the story, which contains the constants of non-verbal experience, is a "cognitive construct or a scheme, not a proposition; a mental/psychic model, which linguistically manifests cognitive entities and structures of knowledge and the connections between them" *(Herman, 2014: 30)*.

The cognitive and narratological approach covers not only the innovative analysis of D. Kohn, who developed the categories of speech presentation as a manifestation of the mental processes of the characters, but also the analysis of the linguistic texture of the language as a manifestation of thoughts and consciousness *(McHale, 1978; Stanzel, 1984; Leach and Short, 2007)*. The study of the constants of non-verbal experience is also focused on imagined worlds, or characters *(Wert, 1999)*. These are fictional worlds in which, within the context of the larger plot the world represented by the narrative involves characters making plans, considers possible choices of their actions, and desired states of affairs. Therefore, the discourse level of the character, which embodies the constants of nonverbal experience as a narrative action and a characteristic of nonverbal communication/behavior, is woven into the general meaning of the text.

The constants of nonverbal experience are linguistic representations in the discourse of the narrative world, which verbalize and actualize semiotic signs associated with the detection of movements, gestures, voice characteristics of the characters. The constants of nonverbal experience are structured knowledge about human communication/behavior, which is included in the textual system (narrative communicative levels), explicable as linguistic designations of paralanguage or kinetics *(Hall and Knapp, 2013)*. The term "constant" (from the Latin *constans* — "constant value") embodies objectified experience, the linguistically expressed result of sensory perception, the designation of a verbalized sign as an element of the general cognitive chain: perception (processing of sensory data) → conceptualization (formation of notions/concepts) → objectification (identification of notions/concepts by verbal and non-verbal means) → verbalization (designation of concepts/concepts in language) → actualization (the author's choice of linguistic means to denote the constants of nonverbal experience) .

Notions/concepts formed due to experience about nonverbal communication/behavior have a concrete, "constant" linguistic expression; they are linguistic signs. We identify the constants of the nonverbal experience denoting different types of motion in a fictional text. Nonverbal communication is characterized by the use of nonverbal behavior, it is a type of knowledge structured by concepts and expressed by specific linguistic signs, or constants of

nonverbal experience, woven into the meaning of the story, the functions of which go beyond the simple transmission of "communicatively significant signals" or "character peculiarities" *(Tomasello, 2005)*. Constants of nonverbal experience, representing nonverbal communication/behavior, serve as a means of forming the fictional meaning through the plot and unfolding the dynamics of the fictional text.

4. The constants of non-verbal experience as a cognitive scheme

Cognitive narratology suggests that the constants of nonverbal experience are presented as a cognitive scheme in a fictional text that is connected to its meaning. The basis for the creation of a cognitive scheme of the constants of nonverbal experience are the approaches of classical narratology and modern scientific research. Classical narratology focused on a limited set of basic genres, interpreted stories as self-sufficient products, and not as texts to be reconstructed in a continuous and changing reading process, without paying due attention to psychological, social, cultural and historical contexts.

However, during the heyday of the structuralist study of texts, theories of "reception" were directed towards cognitivism: W. Iser postulated the concept of the "implicit reader" *(Iser, 2001)*, S. Fish improved "affective stylistics" *(Fish, 1970)*, P. Grice established the rules of the "principle of cooperation" *(Grice, 2001)*, and R. Barthes "allowed" readers to co-create literary texts. All these steps signalled a "cognitive turn", and "post-classical" narratological approaches were cognitively oriented: "the power of language is not in words, but in the mind". The stories containing the constants of nonverbal experience were considered as research material for the elements of non-verbal communication and a communicative environment that reproduces the conditions of real communication, or they were a means of character characterization, outside the general context of presenting the meaning of fictional text.

The processes of creation, understanding and interpretation of the meaning of fictional text involve a complex interaction of information coming from different levels. Thus, according to D. Herman, there were productive the following models (1) the model of processing discourse for the purpose of studying the pronoun in a narrative context; (2) the use of frames and scenarios to create a theory of logically possible/impossible narrative worlds; (3) involvement of empirical psycholinguistic methods in order to clarify cognitive and affective dimensions of narrative experience; (4) the use of the model of "intelligent behaviour" against the background of the fictional "mind"; (5) the study of emotions through the analysis of narrative structures; (6) interpretation of narratives as cognitive phenomena; (7) development of neophenomenology, cognitive hermeneutics and philosophy of mind in narrative *(Herman, 2011)*.

Story worlds are characterized as mental models of the fictional reality where the reader moves, or makes a "deictic shift" to understand the story. A "narrative world" is a "discourse model"; it is a global mental representation that allows the reader to make inferences about the characters' actions. Just like cognitive frames, story worlds, or models for understanding narrative discourse, function in two directions as "top-down" and "bottom-up" ones during the perception and understanding of the narrative and are subject to renewal *(Jahn, 1997)*.

Examining the constants of non-verbal experience in order to identify the meaning of the narrative involves four areas of knowledge representation, which are specified in a fictional text as (1) narrative levels (structure), (2) a frame model covering deep and surface frames (cognition), (3) the discourse of narrator and characters (interpretation) and conceptualization of experience (philosophy of empiricism). The boundaries of these interrelated areas are tentative and demarcated for research purposes *(Ryan, 2019)*.

The cognitive scheme of the realization of the constants of non-verbal experience in the discourse of a text is embodied by the author-narrator who takes into account the structural, cognitive, interpretive and philosophical spheres of knowledge modelling regarding the presentation of the textual meaning. Therefore, the constants of non-verbal experience are revealed in the communicative interaction of author-narrator → character ↔ reader which compose a frame model as a system of surface (semantic, syntactic system) and deep (discourse of characters) frames, which are interpreted by the reader in the general discourse of the text *(Herman, 2003)*.

Cognitive narratology as a method of modelling the narrative world encompasses classical narratology. It is marked by a large number of methodologies and research hypotheses; the result is a multitude of new views on the forms and functions of narrative. Cognitive narratology (in its postclassical period of development) not only removes the limitations but also engages the potential of structuralist models, resulting in the study of embodied nonverbal communication as the constants of nonverbal experience forming a cognitive scheme that is multifaceted in nature, giving importance to structural, interpretive and philosophical spheres in the context of understanding the meaning of a fictional text.

5. Conclusions

The embodiment of constants of nonverbal experience in a fictional text is the result of experience conceptualization of nonverbal communication/behavior presented by the author-narrator in the discourse of a fictional text. The conceptual categories that structure knowledge about nonverbal communication in relation to characters' speech form linguistic categories that not only enable communication, but also determine the way in which the meaning of a fictional text is understood. The embodiment of the concept in the text is realized by objectifying part of the conceptual content by means of different levels. The values of the constants of non-verbal experience as a conceptual structure depend on the context of actions, events, and speech behavior of the character and their interpretation by the reader.

References

1. Caracciolo, M. (2014). The experientiality of narrative : An enactivist approach. Berlin : Walter de Gruyter.
2. De Mey, M. (1982). The cognitive paradigm : An integrated understanding of scientific development. Chicago : University of Chicago Press.
3. Dirven, R., Verspoor, M. H. (2004). Cognitive exploration of language and linguistics. 2nd ed. The Netherlands : John Benjamins.
4. Fish, S. (1970). Literature in the reader : Affective stylistics. New Literary History. 2(1). 123–162.
5. Geeraerts, D. (1985). Paradigm and paradox : An exploration into a paradigmatic theory of meaning and its epistemological background. Leuven : Leuven University Press.
6. Grice, H. P. (2001). Aspects of reason. Oxford : Oxford University Press.
7. Health, P. L. (2006). Experience. In D. Borchert (Ed.), Macmillan Encyclopedia of Philosophy. 2nd ed. Vol. 3. New York/London : Thompson Gale.
8. Herman, D. (2011). 1880–1945: Reminding modernism In D. Herman (Ed.), The Emergence of Mind: Representations of Consciousness in Narrative Discourse in English. Lincoln : University of Nebraska Press. P. 243–272.

9. Herman, D. (2014). Cognitive narratology. In P. Hühn, J. Pier, W. Schmid and J. Schönert (Eds.), Handbook of Narratology. Berlin/New York : Walter de Gruyter.

10. Herman, D. (2000). Narratology as a cognitive science. Image and Narrative. vol. 1. URL: https://doi.org/info:doi/.

11. Herman, D. (2003). Stories as a tool for thinking. In D. Herman (Ed.), Narrative Theory and the Cognitive Sciences. P. 163–192.

12. Iser, W. (2001). The range of interpretation. Columbia : Columbia Uniersity Press.

13. Jahn, M. (1997). Frames, preferences, and the reading of third-person narratives : Towards a cognitive narratology. Poetics Today. 18.4. 441–468.

14. Kuzmicova, A. (2013). The words and worlds of literary narrative: The trade-off between verbal presence and direct presence in the activity of reading. In L. Bernaerts, D. De Geest, L. Herman and B. Vervaeck (Eds.), Stories and Minds: Cognitive Approaches to Literary Narrative. Linkoln : University of Nebraska Press. P. 191–231.

15. Langer, M. M. (1989). Merleau-Ponty's phenomenology of perception : A guide and commentary. London : The Macmillan Press LTD.

16. Leech, G. N., Short, M. H. (2007). Style in fiction : A linguistic introduction to English fictional prose. 2nd ed. London : Pearson/Longman. P. 255–281.

17. McCormick, P., Elliston, F. (1981). Phenomenology. Husserl: Shorter Works. Notre Dame : University of Notre Dame Press.

18. McHale, B. (1978). Free Indirect Discourse : A Survey of Recent Accounts. Poetics and Theory of Literature. 3(2). 249–287.

19. Gonzalez-Marquez M., Mittelberg I., Coulson S. and Spivey, M. J. (2007). (Eds.). Methods in cognitive linguistics. Amsterdam : John Benjamins.

20. Mikkonen J. (2015). On studying the cognitive value of literature. The Journal of Aesthetics and Art Criticism. 73(3). 273–282.

21. Hall, J. A., Knapp, M. L. (2013). (Eds.). Nonverbal communication : Handbooks of communication science. Berlin/Boston : Walter de Gruyter.

22. Ryan, M.-L. (2019). From Possible Worlds to Storyworlds : On the Worldness of Narrative Representation. In M.-L. Ryan, A. Bell (Eds.), Possible Worlds Theory and Contemporary Narratology. Linkoln/London : University of Nebraska Press.

23. Stanzel, F. K. (1984). A Theory of narrative. Cambridge, UK : Cambridge University Press.

24. Talmy, L. (2000). Toward a cognitive ssemantics. Vol. 1. Concept structuring systems. Cambridge : MIT Press.

25. Honderich, T. (2005). The Oxford companion to philosophy. 2nd ed. Oxford : Oxford University Press.

26. Tomasello, M. (2005). Constructing a language. Cambridge, MA : Harvard University Press.

27. Werth, P. (1999). Text worlds : Representing conceptual space in discourse. London : Longman.

TYPOLOGY OF FEMALE CHARACTERS IN ELEANOR PORTER'S NOVEL "THE ROAD TO UNDERSTANDING"

Olena Piterska
Postgraduate Student at the Department of World Literature,
Poltava V. G. Korolenko National Pedagogical University, Ukraine
e-mail: olenapiterska@gmail.com, orcid.org/0000-0003-3621-6906

Summary
The article analyses the plot and imagery of Eleanor Porter's novel "The Road to Understanding". Using elements of the phenomenological approach to text analysis, comparative and contrastive analysis, and the methodology of cultural research, the author demonstrates the evolution of the main character's image and comprehends the typology of women's images in historical and social contexts. The authors outline the main features of the aesthetics, creative style and outlook of Eleanor Porter. The article proves that the author used irony, artistic detail, psychological narration, contraposition, portrait and speech characteristics of her heroes to reveal their female characters. The author analyses the correlation between the characters in the storyline, defines the importance of the role of minor characters in the main heroine's character development. The special features of the concept "daughter" are shown as an embodiment of mental notions of spiritual beauty and family happiness. The value of the image-symbol of mother, its role in the composition and the artistic space of the work is revealed. Besides the comparative characteristic of characters in the work is given. In the process of work a search for new ways of analysis of artistic images in the artwork on the basis of interpretation and reader reception was carried out, as well as tradition and innovation in the work of the writer was revealed. The article proves artistic and moral value of Eleanor Porter's heritage.

Key words: archetype, concept, artistic space, artistic image, imagery, speech characteristic, gender stereotypes.

1. Introduction

The American writer Eleanor Porter's creative legacy consists of short stories and novels, the best known of which are "Miss Billy" (1911), "Pollyanna" (1913), "Just David" (1916), "Mary Marie" (1920). These works aroused considerable interest among the readers; representatives of literary criticism emphasised the artistic value of the bestseller "Pollyanna", which influenced the development of cinema, theatre art and psychology. Eleanor Porter's novels and short stories present a wide panorama of life in various segments of the population of New England in the early twentieth century: they depict vivid and direct characters, the intellectual life of Boston, provincial mores, the life of farmers, and the majestic nature and landscapes of New Hampshire in the United States. It should be noted that an impressive proportion of Eleanor Porter's work remains unexplored. There are no literary studies of the individual manner of the author, the imagery of her works, their relationship to the history and cultural life of the United States at the beginning of the twentieth century is not determined.

The novelty of this work lies in the fact that the text of Eleanor Porter's novel "The Road to Understanding" (1917) is firstly studied as an object of philological analysis. Despite the existing achievements in the study of the specificity of women's images in US literature, which are reflected in the articles and monographs of S. B. Weir, M. Ferguson, J. Carr, Y. Lysanets,

O. Nahachevska, H. Stashko and others, the work of Eleanor Porter was not included in the complex of such studies. The relevance of this work is related to the search for new ways of analysing artistic images in art, which will give more opportunities for interpretation and analysis of the artistic text. The aim of this study is to determine the typology of female characters in Eleanor Porter's novel "The Road to Understanding". To achieve the goal, it is necessary to perform the following tasks: to trace the dynamics of images, to determine the main artistic ways of revealing female characters, to identify traditions and innovations in the creative manner of the author. In order to compare the characters of the novel and to identify the individual creative style of the writer we used the comparative and contrastive analyses; culturological research methodology helped us to understand the typology of female characters in the historical and social context. Elements of the phenomenological approach to text analysis were used to determine the author's worldview.

2. The plot and imagery in the novel "The Road to Understanding"

"The Road to Understanding" (1917) was published during one of the best periods in American literature. The writer belonged to a generation of contemporaries O. Henry, Jack London, Theodore Dreiser, whose work anticipated the appearance of outstanding novels by E. Hemingway, F. S. Fitzgerald, S. Lewis, W. Faulkner and others. Indeed, it is difficult to imagine that against the background of the work of these masters of fiction, sentimental women's prose could enter the literature textbooks of this period. At the same time, however, Eleanor Porter's novel has attracted a readership by revealing important social and psychological issues, its ironic treatment of gender stereotypes, its relaxed style, and its topical subject matter.

The story takes place in the early twentieth century in the small town of Dalton, New Hampshire, and then moves on to Boston. The image of provincial Dalton is blessed with the romance of night walks and cosy cottages, Boston is filled with expression and a vibrant intellectual life. However, the "spatial and temporal coordinates of the literary text" *(Korkishko: 388)* are not limited to America. The characters of the novel travel through Europe, then return to Dalton again. "The Road to Understanding" is a melodramatic story of an unequal marriage between spouses of different estates. A young couple, Burke Denby and Helen Barnet make the hasty decision to marry against the wishes of Burke's father, John Denby, a wealthy businessman, intellectual and collector. The young man's father, who has lost his wife early on, resolutely refuses to accept a beautiful but insufficiently well-mannered and poorly educated daughter-in-law into his home. He creates difficult financial conditions for the young family, which suggest that Burke Denby will have no maintenance other than what he earns from his father's factory. The author realistically depicts the everyday life of a young family and all the hardships the two of them have to endure before the birth of a child. Eleanor Porter describes without condescension Burke Denby's selfishness and Helen's vulgar habits, her slang, her blatant manner of dressing, her meagre intellect and the total lack of what was then called "woman's wisdom" in her diplomatic skills in relationships. The young people, who are not without their positive traits, try to come to an agreement as equals, but, as if in a mirror, see their own shortcomings reflected in each other: "She was willful and fretful, and she certainly did not know how to give a fellow a decent meal or a comfortable place to stay. For his part, he did not think a girl had any right to marry until she knew something about running a simple home" *(Porter)*. Tender feelings were not lost in the couple, but they did not succeed in keeping the marriage alive. The delicate but insistent intervention of a father who missed his son, some snobbery and a loss of responsibility led to Helen taking her daughter and leaving home. The reason for this decision was a husband and father-in-law trip to Alaska, before which

Burke, who had been staying at his father's house more and more often in the evenings, sent his wife a letter and ten thousand dollars with the help of a courier. Burke expressed his desire for a break from each other, to have a good time, so that he could resume the relationship later. The young woman's emotions heated up when the marital problems were discovered by the newspapers saleswoman living next door, Mrs. Cobb, who made rude comments about the young couple's marital relationship. The author of the piece stresses the inevitability of what has happened: "However near two roads may be at the start, if they diverge ever so slightly and keep straight ahead, there is bound to be in time all the world between them" *(Porter)*. The couple were not ready for a serious relationship, their love was vulnerable to their selfishness and their unwillingness to understand each other: "In the case of Burke and Helen, their roads never started together at all: they merely crossed; and at the crossing came the wedding. They were miles apart at the start - miles apart in tastes, traditions, and environment. In one respect only were they alike: undisciplined self-indulgence" *(Porter)*.

"The system of images in a work of fiction consists of the heroes of the work, characters, images of the author and narrator, images of nature (landscape), interior details, image-symbols" *(Halych: 142)*. The text of the novel is saturated with contrasting images, which represent different strata of the population with their inherent behaviour and speech characteristics. An important role is played by archetypal images embodying the collective unconscious: home, family, father and mother. Contemporary scientific research confirms that "archetypal images are inherently infinitely variable, as their internal structure is conditioned by universal invariants" *(Hots: 54)*. John Denby's home is inaccessible to Helen because it is the realm of his late wife The image of the mother takes hold of Burke's thoughts particularly acutely when he feels discomfort in family life. He is eager to get to his family home as soon as possible and receives an invitation almost a year after a quarrel with his father, but the state of tranquillity during the family dinner is shattered by Helen, who has shown not the best qualities of her character, naively wishing Burke's father to like her. However, after the separation from his wife and daughter, the house has become uncomfortable for Burke, this is evident on the Christmas Eve, when father and son look for opportunities to travel, for archaeological excavations instead of spending time with relatives. After Helen leaves, the symbolic image of Burke's mother seems to leave this house following her Since then, the luxurious mansion has become a lonely repository of dead museum antiquities for many years. The image of the house in the work is dichotomous, for Burke has never liked the vulgar interior of his tawdry flat, and the aristocratic John Denby house has remained a stranger to Helen. But did the father feel happy in this house when he saw his son suffering? The author emphasises the idea that the relationship in the young family was largely dependent on the couple, as the father never openly imposed his own decisions on his son. The image of a complete family in the classical sense of the word is absent in the development of the novel's action: father and son feel lonely, Helen is forced to spend a long time telling her daughter about the fine qualities of her conventionally deceased father, and there is the lonely doctor Frank Gleason, living in Boston, who helped Helen during her forced wanderings. It is with the image of the failed family and the search for family happiness that the novel's title, "The Road to Understanding", is linked.

3. Specificity of female characters in the novel

In contemporary literary studies there are several ambiguous definitions of the category "artistic image", which are not mutually exclusive. "Artistic image is a complex and polysemantic concept associated with the notion of the relation of art to reality, reflection and

expression of feelings, thoughts and aspirations of the author" *(Ozharivska: 218)*. "This term is one of the most common in criticism, and one of the most variable in meaning..." *(Abrams: 121)*. The female characters in Eleanor Porter's novel are characterised by dynamics, ambiguous characters and a desire for autonomy. The exception is John Denby's sister, Mrs. Allen, who lives up to the strong traditions of aristocratic life. The arrogant attitude towards the servants and the capricious demands underline the narrow-mindedness and emotional coldness of Mrs. Allen. Helen looks sincere and straightforward in comparison to Mrs. Allen. A special place in the novel is given to the so-called friends of Helen, who are characterised by their tactless behaviour and ignorance. Their speech characterisation reflects not only their social status, but also their unwillingness to become better, they smugly see themselves for what they are. This is above all Mrs. Cobb and Mrs. Jones, Helen's next-door neighbour. The author's evaluation of these characters is emphasised by the portrait details, descriptions of clothing, movements. For example, Mrs. Cobb has an unpleasant wart on her face, she speaks too loudly, makes abrupt aggressive movements (she "grabs" her hand and "turns person's face towards herself" when meeting someone). She has an unpleasant piercing look and a rude manner of speaking. Mrs. Jones likes flamboyant dresses and prefers to idle time and going to the movies. The wife's interactions with new acquaintances make a depressing impression on her husband, and their slang infuriates the refined Burke Denby. These characters contrast with the image of Dr. Frank Gleason's sister, a friend of Denby's family. Mrs. Ellery Thayer shatters gender stereotypes, the usual image of an early twentieth-century respectable woman: instead of sanctimonious indignation over her runaway wife, she takes decisive action. It is she, not her intellectual brother, who becomes the "Pygmalion" for the new "Galatea". Professor Higgins, in Bernard Shaw's play, conducts a linguistic experiment that results in Eliza Doolittle's sense of self-worth. In Eleanor Porter's novel, it is the wounded pride that makes the heroine decide to leave her husband and begin to improve herself. Helen chooses the difficult path as she feels the oppressive fear of exposure and the loss of her daughter. The doctor's sister, Mrs. Ellery Thayer, shows absolute feminine solidarity in Helen's process of spiritual formation. They are passionate about literature and history and visit exhibitions. Helen has made it her goal to raise an independent, educated and successful daughter, which is exactly what she spends her husband's money sent to the bank on. The angry realisation that her husband is ashamed of her inspires the heroine. She is not satisfied with a career as a pampered aristocratic lady, Helen desires the education that makes a woman independent. The protagonist's character develops rapidly, she feels a deep sense of responsibility for her daughter, but this does not make her a possessive mother. Helen, clearly aware of the detrimental influence of the possessive father on her husband, strives to raise an independent personality. Over time, Helen's mannerisms and speech change, her outward beauty subtly combining with her spiritual appearance, which takes the reader back to Burke's description of his first impression of Helen: "...With the marvellous light on her face, and the crimson velvet draperies behind her, she looked not unlike a pictured Madonna" *(Porter)*.

The concept of "daughter" is important in the text of the work as "an ordered totality of mental units, an embodiment of a person's experience and knowledge of life" *(Fisak: 74)*. Elizabeth embodies the mother's dream and Helen's notions of true beauty. It is not a hedonistic admiration, not an egoistic pride, but a spiritualised communion filled with love and meaning. The concept "daughter" with all its mental attributes is perceived in the text of the novel as part of the universal picture of the world. The lonely father constantly felt a sense of guilt towards Elizabeth, because he felt an unbreakable bond with his daughter from the moment she was born. Elizabeth, who combines the traits of mother and father, restores the bond between the parents and finds the strength to understand and forgive Burke. The symbolic image of Burke's dead mother returns again in the climax of the novel. Burke Denby finds the diaries of

Mabel, whose image symbolises the past and feelings of guilt and remorse towards loved ones. The ghost of his mother materialises in the diaries that Burke found after his father's death. Mabel's writings reveal not only the elegant sophistication of her nature, but also the complexities of her relationship with her husband. The mother, through her diaries, gives her son one last admonition: "Know how to forgive those you love".

4. Conclusions

Based on the conducted research, it can be stated that the female characters in Eleanor Porter's novel "The Road to Understanding" are realistic and have contrasting characters, as the author has introduced readers to representatives of different estates of their time. Eleanor Porter has used written description (portraiture), artistic detail and speech characteristics of the characters, which are revealed in dialogues. In the imagery of the novel, the vivid female characters, the concept of "daughter" and the symbolic image of the mother stand out. The concept of "daughter" carries an additional semantic load and reflects the author's idea of the harmony of human relationships. The author's image interacts with the reader at the receptive level, transmitting ideas and creating opportunities for an independent interpretation of the content of the work and its imagery. The symbolic image of mother is an important element in the composition of the work, which develops and culminates in the single artistic space of Dalton town. The image of the main character in the novel has a dynamic development, reflects the American mentality with its optimism, determination, faith in the dream realization, the ability to learn from its own mistakes. Based on our study we can conclude that the creative style of the author is based on the American literary traditions of the late XIX – early XX centuries. The realistic picture of the world in the novel differs expressive-emotional colouring; the manner of narration is characterized by psychologism and irony. The author combines traditional methods in her works with creating brand new images of a woman mother, wife, sister and daughter in the US literature. These images are characterized not only by the desire for justice and independence, but also by the mood of the new era, when the attitude of the female population to self-development, education, creativity, their constitutional rights and responsibilities began to change rapidly.

References

1. Abrams M. H. (1999). A Glossary of Literary Terms. Seventh Edition. Boston: Heinle & Heinle.
2. Halych O. A., Nazarets V. M., Vasyliev Ye. M. (2001). Teoriia literatury : pidruchnyk [Theory of Literature : textbook]. Kyiv : Lybid. [in Ukrainian].
3. Hots L. S. (2017). Arkhetyp i arkhetypnyi obraz: problemy terminolohii u doslidzhenniakh kultury [Archetype and Archetypal Image: the Problems of Terminology in Cultural Studies]. Kyiv : Natsionalna akademiia kerivnykh kadriv kultury i mystetstv. [in Ukrainian].
4. Korkishko V.O. (2010). Chasoprostir yak formotvorcha katehoriia khudozhnoho tekstu [Space-time as a Formative Category of an Artistic Text]. Kyiv : Instytut literatury im. T.H. Shevchenka NAN Ukrainy. [in Ukrainian].
5. Ozharivska S. P. (2012). Obraz yak katehoriia khudozhnoho tekstu [The Image as the Category of the Literary Text]. Zhytomyr : ZhDU im. I. Franka. [in Ukrainian].
6. Porter E. (2011). The Road to Understanding. The Project Gutenberg. URL: https://www.gutenberg.org/cache/epub/35093/pg35093-images.html
7. Fisak I. (2014). Katehoriia "Kontsept" u suchasnomu naukovomu dyskursi [The Category "Concept" in Modern Scientific Discourse]. Poltava : Poltav. nats. ped. un-t im. V. H. Korolenka. [in Ukrainian].

AN OVERVIEW OF THE HISTORY OF LANKARAN LITERARY ENVIRONMENT

Khalida Vagif Rahimova
Postgraduate Student, Lankaran State University, Azerbaijan
orcid.org/0009-0005-1599-3433

Summary

One of the largest cities of the Southern region of the Republic of Azerbaijan is Lankaran, whose name is repeatedly mentioned in various forms (Lankerkunan, Lancon, Langaran, Langaran, Lankan, etc.) in the sources of ancient and medieval works.

The literary environment in Lankaran, which had a certain weight in the social and political life of Azerbaijan from the middle of the 18th century, from the period of the khanates, was mainly formed from the middle of the 19th century and continued and developed in its own way until the 1960s. The article provides an overview of the history of the Lankaran literary environment, and provides information about one of the first literary gatherings in Azerbaijan, "Fovcul-fusaha" and its members. At this time, it was considered necessary to provide brief information about other literary assemblies operating in Azerbaijan in the XIX work next to "Fovcul-fusaha". In addition to these, information about the Lankaran literary environment up to the 60s of the 20th century was also given, and the literature created in this environment was valued as an integral part of Azerbaijani culture.

Key words: Southern region, literary environment, literary gatherings, historical circumstances, poetry.

1. Introduction

As is known, after the death of Nadir Shah (1747), several independent khanates were established in Azerbaijan. One of them was Talish or Lankaran khanate. By the official decree of Nadir Shah, Jamaleddin Khan, the son of Seyid Abbas from the Safavi dynasty, whose great ancestor was declared the ruler of Talish (he was called Kara Khan because of his black color), moved the capital of the khanate from Astara to Lankaran (1747). Then the city, then known as a port, gradually began to change its face and grow significantly due to new administrative buildings. Although Talysh khanate tried to preserve its independence during the reign of Mir Mustafa Khan, who came to power after the death of Kara Khan in 1786, as a result of known historical events, it was annexed to Russia according to the Treaty of Gulistan signed between Iran and Russia on September 12, 1813. After the death of Mir Mustafa Khan (1814), he was succeeded by his son Mir Hasan Khan. In 1926, the Talysh Khanate was abolished and unilaterally became a province of Tsarist Russia.

The most reliable sources about the history of the khanate are the works of Saidali Kazimbay oglu Lankarani "Javahirnamei-Lenkoran" (1869) and Mirza Ahmad Mirza Khudaverdi oglu "Akhbarname" (1882–1883). These works, written in Persian, were translated and published under the names "Saidiyya" (2004) and "Akhbarnama" (2009) *(Saidiyya, 2004)*.

Since our goal is not to review history, to make an excursion into history, the article will inform our opinions about the specific issue: the literary environment in Lankaran, and we will be content with providing systematic information about the literary environment of Lankaran, not the region.

2. Main text

Lankaran has historically been the cradle of science, art and culture, and a large number of world-renowned personalities came out of this region, which was once the Talysh Khanate and is now called the Southern region, who represented Azerbaijan with dignity in the world, and are still representing it now. We believe that it would be more appropriate to start the history of the formation of the literary environment in Lankaran from the middle of the 19th century – from the date of the establishment of the "Fawcul-Fusaha" literary assembly.

Before moving on to the interpretation of the issue, since it is related to the essence of the topic, we consider it necessary to provide at least brief information about the literary assemblies that operated in Azerbaijan in the 19th century. The history of literary gatherings in Azerbaijani literature is ancient. The formation of literary assemblies as an organized creative organization, which played an important role in the history of literature and had important services in the development of poetry, coincides with the 19th century. In these assemblies, which were independent compared to the palace assemblies of the previous times, regardless of the class he belonged to, every poet, lover of poetry and art could be a member of the assembly he liked and participate in its meetings. "This was related to the fact that the nineteenth-century literary gatherings had the characteristics of a kind of democratic, mass creative unions" *(Strange Islam. Literary assemblies, 2021, p. 695).*

Although there were small literary gatherings in Shaki, Gazakh, and Darband in the middle of the 19th century, the first systematic literary gathering in Azerbaijan was "Divani-Hikmet", which was organized by Mirza Shafi Vazeh in Ganja around 1820–1825. Mirza Shafi Vazeh continued his work in 1840-1846 and the last two years of his life (1850–1852) in this meeting which participated Mirza Mahammadtag, Mirza Mehdi Naji, Sheikh Ibrahim Naseh (Qudsi), Agha Ismayil Zabih, Haji Seyid Ziyadkhanzade and other poets participated when he lived in Tbilisi. "Thus, "Divani-Hikmet" operated both in Ganja and Tbilisi. During the years when Mirza Shafi lived in Tbilisi, the activity of "Divani-Hikmat" in Ganja was led by his close friend Mirza Mehdi Naji" *(Strange Islam. Literary assemblies, 2021, p. 697).*

One of the first literary gatherings organized in the first half of the 19th century is "Gulistan". The foundation of this assembly was laid by Abbasgulu agha Bakikhanov Qudsi, and Bakikhanov, who compared the beautiful Guba to Gulistan, called the literary assembly organized by him "Gulistan".

According to F. Kocharli's writing, A. Bakıkhanov's friend Gubali Akhund Abdulla helped A. Bakıkhanov in organizing this meeting. However, F. Kocherli did not write anything about when "Gulustan" was organized and its members *(Kocherli, 1978, p. 292).*

F.Gasimzadeh and K.Mirbagirov show that "Gulustan" was organized in 1835 *(Gasimzadeh.2009, p. 138; Mirbagirov, 1958).* In the book "History of Azerbaijan" it is mentioned that the assembly was established in the 1830s *(History of Azerbaijan, 1960, p. 120).*

One of the literary assemblies operating in the 19th century was "Anjumani-shuera". Academician Feyzulla Gasimzade writes: "According to Mammad Said Ordubadi (1872–1950), "Anjumanush-shuera" was organized by Shikhali Naib in Ordubad in 1838, and its active years were during the time of Hajiaga Faqir Ordubadi and Muhammadtaghi Sidgi" *(Gasimzadeh, 2009, p. 438).* In the early days of its organization, the activity of the assembly was not very strong, in 1860–70, Hacıağa Faqir revived the assembly by gathering Ordubad poets around him. After the death of H. Fakir, M. T. Sidgi managed to restore and continue the activities of "Anjumanush-shuara", which was about to collapse.

M. T. Sidqi, H. Faqir, Jani Ordubadi, Haji Mirza Agarahim Qudsi Ordubadi (Vanendi), Mehtaram Ordubadi (Vanendi), Molla Muhammad Ordubadi, Ahmadaga Shami, Usta Zeynal Naqgash, who wrote and created in Nakhchivan and Ordubad during the period of "Anjumanush-shuara" , Molla Huseyn Bikas, Mashadi Hasan Dabbagh, Salik Ordubadi, Nadim Nakhchivani, Mirza Mehdi Nakhchivani and others were participants of "Anjumenush-shuara".

The assembly led by Sayyid Azim in Shamakhi was called "Beytus-Safa".

Previously, the number of councilors was not large. From the letters S.A.Shirvani sent later to Shusha and Abdulla Bey Asi, it can be seen that the number of participants increased, and for this reason, the poet mentioned the names of Zovi, Raghib, Gafil, Zuhuri, Dida, Safa, Bikhud in his letters *(Shirvani, 1960, p.152-156)*.

F. Gasimzade notes that "Molla Agha Bikhud was the head of the assembly when Sayyid Azim Shirvani was not in Shamakhi" *(Gasimzadeh, 2009, p. 438)*.

N. Garayev notes in his well-known research that the following poets worked in "Beytus-Safa": Seyyid Azim Shirvani (1835–1888), Bahar Mirza Nasrullah (1834–1883), Alakbar Gafil (1828–1891), Gafar Raghib (1818–1892), Muhammad Safa (1851–1876), Molla Agha Bikhud (1830–1892), Aghababa Zuhuri (1848–1895), Mirza Mahmud Zovi (1843–?), Naseh (1856–1914), Salik, Mirza Nasrullah Dida (1797–1870), Ziya, Furugi, Najaf Bey, Mirza Muhammad Hasan Nala (1850–1917) and others *(Garayev, 2012, p. 112)*.

After the death of S.A. Shirvani, "Beytus-Safa" continued its activities for four years, i.e. until 1892, under the leadership of M. Bikhud. Among the literary gatherings organized in the second half of the 19th century, "Majlisi-uns", which has a special place both in terms of the number of participants and in relation to other literary gatherings, was organized in the city of Shusha at a time when Shamakhi and Lankaran literary gatherings were active.

From 1864 to 1872, the council, which operated anonymously and had a small number of members, moved from Agah's apartment to his palace and began to continue its activities there. As the activities of "Majlisi-uns" became regular and the number of its members increased, its voice spread to Shamakhi, Sheki, Baku, Nakhchivan, Lankaran, Ganja and other cities. S.Azim from Shamakhi, M.A.Bikhud, A.Zuhuri, I.Nakam from Shaki, A.Muniri from Baku, M.T.Sidgi from Nakhchivan, M.I.Gasir from Lankaran, wrote a letter to Shusha in the name of "Majlisi-uns" and praised this new literary assembly and they congratulate.

Although new poets came to "Majlisi-uns" over time, of course, not all of them were active at the same level. "From the discussions in the books and non-manuscripts compiled by the members of "Majlisi-uns", it appears that Natavan, Agah, Novres, Hasan, Mamai, Mirza Sadiq Piran, M.H. Safa, I. Rustambayov were the main representatives of the council" *(Garayev, 2012, p. 156)*.

The activity of "Majlisi-uns" continued until 1897, until Nateva's death. Its members had already written with regret that "the flowers of the poetry market have withered", "the nightingales have fallen silent", "the leader of the friendship meeting has passed away" – the meeting was disbanded.

In 1872, Karabakh poets who were not represented in "Majlisi-uns" decided to create a literary meeting in Shusha called "Majlisi-faramushan" ("forgotten ones" – forgotten ones). Thus, Abdulla Bey Asi, Abulhasan Shahid, Mirza Abdul Shahin, Fatma Khanum Kamina, Hasanali Khan Garadaghi and others gathered in the cell of Mir Mohsen Nawab *(AYI)* and started working under his leadership.

In the "Daishmandani-Azerbaijan" tazkira, M.Tarbiyat, while talking about S.A. Shirvani, mentioned "Majlisi-faramushan" along with "Beytus-Safa" and showed that there is a correspondence between these meetings *(Breastfeeding Education, p. 301)*. About the name

of "Majlisi-Faramushan" the Nawab wrote in his autograph tazkira: "Faramushan" is the name of the Nawab's apartment where poets and elegant people gathered" *(AYİ)* From this, it can be seen that the meetings of the council were mostly held in the Nawab's apartment. It is also clear from the mention of "gathering of the refined" that, along with poets, Shusha's intellectuals with refined tastes also participated. From the names we find in the poems of Nawab and other members of the council, it is known that such people were mainly musicians and singers.

In the second half of the 19th century, the poets of Baku, under the influence of the famous literary gatherings in Azerbaijan, created their own special gatherings – "Majmaush-shuara" ("Poets' gathering") in the apartment of Muhammad Agha Jurmi, directly under his leadership. In an unknown manuscript, it was mentioned that the assembly was organized in 1860, in the "Assembly of Poets" published in Tabriz, in 1860–1870 (AYI), academician F. Gasimzadeh indicated that "Majmaush-shuera" was created in the 1880s *(Gasimzadeh, 2018, p. 438).*

Living in the center of Baku city created an opportunity for the poets of "Majmaush-shuara" to have closer contact with the periodical press. At the beginning of the 20th century, "Majmash-shuara" poets A. Jannati, S. Zarger, M. Seydi, M. Azer, M.H. Qudsi and others appeared in periodicals such as "Dirilik", "Babayi-Amir", "Zanbur", "Arı". Among them, A. Jannati stood out with his progressive and enlightened ideas.

"Majmaush-shuara" lasted longer than all the literary gatherings created in the 19th century. It was active until the fifteenth years of the XX century.

The first literary assembly formed in the second half of the 19th century was "Fovcul-fusaha", which represented poets, scientists and lovers of poetry and art living in the city of Lankaran and its surroundings.

There are different opinions about the history of the organization of "Fawcul-Fusaha". Some sources state that the assembly was established in the 1850s, and others between 1855 and 1860.

In addition to the well-known research of N. Garayev, about the "Fawcul-fusaha" literary assembly, its sphere of activity and members, Mir Hashim Talishli's monograph "19th century Lankaran literary environment" (15, pp. 13–174) provides extensive information. In addition to the poems of the head of the assembly M. I. Ghasir, the book "Poetic Assemblies" includes the works of Molla Fattah Sahban, Alakbar Ajiz, Mirza Alakbar Muhaggir, Molla Muhammad Mujirim, Mirza Isa Khayali, Muhammadhasan Najjar, Huseyngulu Shuri and Mirza Alakbar Saburi, members of the assembly. (8, pp. 83–108).

In addition to the poets, in the meetings of "Fovzul-fusaha", Mirza Saidali bey Kazimbayov, the author of "Javahirnamei-Lankaran", who talks about the history and ethnography of Talysh district, and the lives of prominent people, Mirza Saidali bey Kazimbayov, the author of "Tarihi-Lankaran and Talysh", Mirza Ahmad Mirza Khudaverdi oglu, and a number of others Scholars and open-minded intellectuals such as Mirza Alakbar Akhundov, the author of moral-educational works and the astronomy-related book "Heyet", and Mirza Sadığ bey Mehmandarov, the first initiator of a new type of school in Lankaran district, participated.

In addition to these, the master tarzan, S.Azim's friend Shirali bey Nasirbeyov, Molla Muhammad Hakim, who knows folk medicine very well, singer and charikist Mammadgulu, Molla Muhammad Aczachi who prepares medicine from plants, Mirza Ismayil Tabrizi, intellectuals Mir Gasim Talishinski, Teymur bey Bayramalibeyov and others spent their free time in that party.

The composition of the "Fawcul-Fusaha" literary assembly consisted of people of various backgrounds, education, and professions. In general, the following poets, scientists and lovers of poetry and art took part in "Fovcul-fusaha": Mirza Ismayil Gasir (1805–1900), Molla

Fattah Sahban (1813–1898), Aghababa Bikhud (1815–1898), Usta Muhammadhasan Najjar (1819–1912), Mirza Isa Khayali (1850–1917), Huseyngulu (Dubandiduz) Shuri (1826–1934), Mirza Mutalib Archivani (1838–1936), Molla Alakbar Aziz (1835–1899), Molla Muhammad Mujrum, Mirza Aziz Aliyev (1830–1910), Kabla Bakhishali Akhundov, Mirza Ahmed Kamin (Talib), Mirza Israfil Hamid oglu Mahir, Sarvi, Pünhan, Tahirli, Muhibb, Mirza Alakbar Muhaggir (1867–1919), Mir Hasan Sayyad Seyidzadeh, Ibrahim bey Talish, Mirza bey Talishinski, Mir Sadiq Talishinski, Mirza Ismayil Sururi, Mirza Abdulahed Novras, Sadiq bey Mehmandarov, Mirza Saidali Kazimbayov, Mirza Ahmad Khudaverdi oglu (1802–1894), Mirza Alakbar Akhundov, Shireli bey Nasirbeyov, Molla Muhammad Hakim, Charigci Mammadgulu, Mir Gasim Talishinski, Teymur Bey Bayramalibeyov, Molla Muhammad Aczachi, Haji Mohsun and others.

Mirza Ismayil Gasir, the head of "Fawcul-fuseha" S.A. Shirvani, called him the "sardaftar" of "Fawcul-fuseha" poets in a letter.

Since the participants of "Fawcul-Fusaha" with different professions were engaged in business, they could not gather together during the day, nor was it possible to gather every evening. Therefore, because they mostly gathered on Fridays, the sessions of the council were also held on those days.

"Fawcul-Fusaha" had regular contact with literary gatherings in other cities. In this connection, Mirza Ismayil Qasir was particularly distinguished. Thus, he often came to Baku, took part in "Majmaush-shuara" and corresponded with Shamakhi poets. The members of "Fawcul-Fusaha" corresponded with the poets of Darband, which is confirmed by the verse letters written by Molla Fazil Darbandi, one of the Darband poets, to M.I.Gasir.

There was regular contact between the poets of "Fawcul-Fusaha" and the poets of Ardabil, and they participated in each other's gatherings. Even Mujrum, Ajiz and Khayali, among the poets of "Fawcul-Fusaha", were originally from Ardabili and moved to Lankaran in the 70s of the 19th century. Mirza Ahmad Taib was a close friend of one of the Ardabil poets, Ashiq, and they corresponded with each other *(Garayev, 2012, p. 82)*.

"Fawcul-fusaha" literary assembly continued its activity until the death of M. I. Gasir, i.e. until 1900. Literary gatherings known under poetic names, as well as small literary associations, were related to the socio-political and cultural development of the 19th century, in other words, they were created by the requirements of the time, and at the same time, they had a beneficial effect on the development of Azerbaijani literary thought to a certain extent.

None of these assemblies had a ceremony or program. Their main goal was to learn the craft of the great wordsmiths of the East, to continue the good traditions of classical poetry, to improve their craft by reciting impromptu poetry in literary competitions through discussion, and to promote education among the people as the leading intellectuals of the time.

Most of the poets of the literary assembly of Azerbaijan spoke about the nation and the education of the nation. They saw the solution of creating a fair law and order in the country in the education of the people. They were Azerbaijani educators. Besides continuing the traditions of the classical literary heritage, Majlis poets also created artistically interesting and new forms of poetry.

In connection with the madrasa education they received in Arabic-Persian languages, the national spirit and the tendency towards the mother tongue became stronger in the poems of majlis poets who wrote in two languages – Azerbaijani and Persian. Especially in the second half of the century, the advantage was completely on the side of the mother tongue.

Literary gatherings organized in the 19th century played the role of a creative school in the development of a group of Azerbaijani national intellectuals. Literary gatherings of the

19th century, which were organized for the first time at schools and madrasas, played an important role in instilling love for the mother tongue in young people, enthusiasm for Azerbaijani poetry, and in the development of a number of young Azerbaijani poets.

Mir Hashim Talishli, the author of a very valuable study on the 19th century Lankaran literary environment, writes that "the Lankaran "Fawcul-fusaha" literary heritage continued in the beginning of the 20th century with its stylistic features, form, meaning and content" *(Talishli,2007, p. 157)*. Although there was no special literary association in Lankaran until the forties of the 20th century, Mirza Agali Aliyev, Teymur Shahverdiyev, Teymur Bey Bayramelibayov, Zulfugar Ahmadzade, Ibrahimkhalil Isazade, Iskander Samadzade Sahin, Gudrat Ulvi Khalilov, Idris Agayev, Abdul Akhundzade and others from the region were "pen they continued and developed their creativity by appearing in periodicals with their experiences" *(Talishli, 2007, p. 157)*.

In the first decade of the Soviet rule in Azerbaijan, a revival is felt in the development of poetry as well as dramaturgy in Lankaran. In 1928, Teymur Shahverdiyev's "Six Deaths" and "True Vision", Mirza Isag Mohsunzade's "Jamshidabad" plays were staged in the Lankaran People's Theater *(Chronicle of the Azerbaijani theater, 1983, p. 139)*.

In 1940, under the leadership of Idris Aghayev, a literary association of young writers was established in Lanharan, with the participation of Habib Habibov, Mirzaaga Mirzayev, Abdul Aliyev, Mutallib Abdulov and others *(Talishli, 2007, p. 160)*. However, this literary association cannot be widely published due to the well-known prohibitions of the totalitarian Soviet era.

The revitalization of the literary environment in Leneran began in the sixties of the 20th century. It is from these years that literary associations, and later a branch of the Azerbaijan Writing Union, were established in Lankaran, and a lively literary environment was formed in Lankaran.

Starting from the 20s of the 20th century, as in most regions of Azerbaijan, certain innovations began to manifest themselves in the literary-cultural and socio-political environment in Lankaran. It is mentioned in the sources that "as early as 1912, a four-page newspaper called "Rybnoye delo" in Russian was published in Lankaran, in 1917 "Hurriyyat khaliketisi" in Azerbaijani, and in 1919 "Rahbar" newspapers were published *(Huseynbalaoglu, Talishli, 1990, p. 324)*.

One of the first newspapers published in Lankaran was "Izvestia", the organ of the Mughan Executive Committee, "the only copy of which dated July 3, 1919 is kept in the Lankaran history and local history museum" *(Huseynbalaoglu, Talishli, 1990, p. 322)*.

Another newspaper published in Lankaran was "Siya Toluş" ("Gold Talish"), published in Talish and Azerbaijani languages. The first issue of the newspaper was published on January 21, 1931 *(Sia tolish, 1931)*.

Zulfugar Ahmadzade, Muzaffar Nasirli, Aliasgar Asgarov and others were the most active writers of the newspaper "Molla Nasreddinchi" published for several months under the editorship of poet and journalist Ali Razi Shamchizade, which devoted space to literary writings along with various topics. In 1937, this newspaper was renamed and published in the Azerbaijani language under the name "Socialist Subtropical", its first editor was Muzaffar Nasirli" *(Huseynbalaoglu, Talishli, 1990, p. 323)*.

The newspaper, which later came out under the name "Lenkoran", was published under the name "Leninchi" from 1957 and was published under this name until the restoration of our independence. The most active and productive period of the newspaper was, without a doubt, the years when the poet Shekar Aslan was the editor of the newspaper (1970–1991) *(Huseynbalaoglu, Talishli, 1990, p. 323)*.

3. Conclusion

As can be seen from what we have mentioned above, the "Fawcul-Fusaha" literary assembly, which began to operate in the second half of the 19th century, played an important role in the formation of the literary environment in Lankaran, and like other literary assemblies in Azerbaijan, had important services in the development of poetry. In the first decades of the 20th century, the atmosphere of the "Fawcul-Fusaha" era was not so noticeable in Lankaran, but starting from the 20s, a revival began to be felt in the literary environment, but until the 60s of the 20th century, the literary associations that were formed in Lankaran were the known characteristics of the totalitarian Soviet era. due to the bans, and on the other hand, due to the influx of literary forces growing in Lankaran to the center – Baku city, there was no noticeable improvement in the literary environment of the provincial city. Observations suggest that the revival of the literary environment in Lankaran did not start from the sixties of the 20th century, since these years, a literary association was established in Lankaran under the "Leninchi" newspaper, and then a branch of the Azerbaijan Writers' Union was established, and a lively literary environment was formed in Lankaran.

References

1. "Saidiyya", Baku: "Adiloglu" publishing house, 2004; "Akhbarnamy", Baku : "Adiloglu" publishing house, 2009.
2. Strange Islam (2021) Literary assemblies, "Azerbaijan literary history. Vol. V. Baku : "Elm" publishing house, 932 p.
3. F. Kocherli (1978) Azerbaijani literature. The first volume. Baku : "Elm" publishing house.
4. F. Gasimzadeh (2019) XIX century Azerbaijani literature. Baku : "Science and education".
5. K. Mirbagirov (1958) Fuzuli and 19th century Azerbaijani literature / "Azerbaijan" journal, N 12.
6. History of Azerbaijan. II t. Baku, 1960.
7. S. A. Shirvani (1969) Works. The first volume. Baku : Azerbaijan SSR Academy of Sciences Publishing House.
8. Nasreddin Garayev (2012) 19th century Azerbaijani literary gatherings. Baku : "Science and education".
9. AYI, Arch. 26, inv. 316, ver. 54 a; M.R. Fana's memoir "Majlisi-uns". AYI, 14, Q – 1 (3), 7068.
10. Breastfeeding Education. Danishmandani – Azerbaijan. Baku, 1987, p. 301.
11. AYİ, M – 67, ver. 293 b.
12. AYİ, B – 1620, ver. 1 a.
13. "Assembly of Poets" collection. Tabriz, 1945, N 3-4, p. 385
14. Sona Khayal (2000) Fifty articles from a fifty-year-old treasure. Baku, Communication.
15. Mir Hashim Talishli (2007) Works. Volume I. Baku : "Adiloglu" publishing house, p. 157, volume of the book. 392 pages.
16. Chronicle of the Azerbaijani theater. Part II. Baku: Azernashr, 1983, p. 139.
17. B. Huseynbalaoglu, M. Talishli. (1990) Lankaran. Baku: "Maarif" publishing house, p. 324 (volume of the book, 532 pages).
18. "Sia tolish" ("Golden talish"). January 21, 1931.

DANCE TRADITIONS IN THE SCIENTIFIC DISCOURSE OF YOUTH CULTURE

Liliia Savchyn

Candidate of Historical Sciences, Associate Professor, Honored Artist,
Doctoral Student, National Kyiv Academy of Management Personnel
of Culture and Arts, Ukraine
e-mail: liliasavchin@gmail.com, orcid.org/0000-0002-6833-6462

Summary

We consider dance traditions in the scientific discourse of youth culture in the field of choreographic activity (culture, education, leisure) as a means of youth culture. Dance traditions require attention from the scientific discourse of cultural studies. Therefore, we consider traditions as an integral component of Ukrainian culture, education, and recreational institutions. An overview of publications is presented, in which traditions and choreographic activity are analyzed directly in the scientific discourse. The role of dance in promoting the optimization of cultural communication, the acquisition of knowledge, the study and assimilation of samples of national culture, and the education of young people through the means of culture is analyzed. In particular, the role of educational institutions and institutions of culture and arts as centers for providing cultural requests of youth is sporadically highlighted. It was revealed that the culture process directs the youth to the European integration vector with its orientation to the future, the transmission of traditions in the plastic manifestations of folk art to future generations, the assimilation of values and priorities of cultural ideals.

The implementation of traditions in choreography involves factors of a complex nature: training of professional dance disciplines in the cultural context of humanitarian sciences : philosophy, aesthetics, ethnocultural studies, art history. The complex character solves the leading tasks of art education, in which culture plays a leading role, so young people focus on the formation of special knowledge, practical skills and skills for improving special techniques and performing skills.

Key words: choreography, traditions, culture, youth, scientific discourse.

1. Introduction

The relevance of the topic of the study. The priorities of choreographic education standards form an understanding of the patterns of youth culture. We consider regularities in the plane of reinterpretation of historical and cultural traditions in the focus of a modernized interpretation, where traditions play the role of the meaningful basis of the life and activities of young people. Traditions in various spheres of life and activity, in particular, we analyze in scientific discourse (culture, education, leisure) as a powerful means of youth culture.

Traditions have an independent value. That is, they are introduced into education, dance creativity and cultural activities as (according to I. Kant), formed in the "game of mind and feelings". Traditions normalize worldview and aesthetic values, form artistic ideas, creating a background for youth culture, directing it to the path of basic creative abilities. This is how young people acquire basic knowledge, abilities and skills in creating an aesthetic image and

a dancing face in plastic reproduction. Thanks to this, dance activity requires attention from the side of cultural science, that is, traditions should be considered in the plane of the primary source of choreography.

Formulation of the problem. Artists, culturologists, teachers whose activities unfold in the space of the choreographic sphere mostly produce convictions about the preliminaryness of the artistic thinking of young people as a supporting basis in aesthetic demand, scientific discourses and priorities of directions of educational institutions of Ukraine. Basically, educational institutions of Ukraine accumulate choreographic education in educational and scientific parameters. In the conditions of the Russian-Ukrainian war, educational institutions of education, culture and art were relocated territorially from the northern, eastern and southern regions to the west : their overarching task (given the complexity) is the popularization of national dance culture, the education of young people in patriotic intentions, thus the culture of young people is outlined as a stabilizing factor from emotions to activity. After all, culture in such a time has a special importance, that is, it acts as the basis of civilizational wealth. It is in the cultural dynamics of civilization that the youth of culture is formed, which is able to demonstrate the ability to bring humanity itself to another level of knowledge, and, accordingly, to reorient the scientific discourse to the vector of traditions.

Analysis of recent research and publications. In the dimensions of modern theory and history of culture, we are trying to conceptualize the concept of "youth culture", which is demonstrated through the dynamics of changes in historical and cultural events and circumstances in time-space existence.

For example, H. Dvortseva (a person of culture develops in himself spirituality, humanity, independence, the ability to be creative), A. Kloskovska (argues about culture as a path to the ethno-cultural plane, explores the philosophy of the potential culture of society), L. Kolakovsky (considered the problems of the culture-creating nature of traditions , their socio-cultural significance in the life of the people), N. Myropolska (elaborates on the ideas that art disciplines in a university contribute to the assimilation of the basic concepts and laws of other sciences from the standpoint of aesthetic categories : beauty, harmony, aesthetic perfection, aesthetic perfection), M. Mead (justifies traditional features of inculturation, which are based on a variety of communication contacts), O. Otych (motivates art education as a special personal form of a person's reflection of the surrounding world), H. Padalka (emphasizes the educational essence of art), L. Savchyn (culturalization of youth), T. Khomenko (a person of culture has a choice in favor of an "aesthetic" personality), M. Chikarkova (a person of culture cannot exist outside of culture).

The purpose of the article. To justify dance traditions as factors of means of scientific discourse of youth culture, among which the traditions of choreographic education are basic. Since the traditions in choreographic education provide for the introduction of the complex nature of teaching professional dance disciplines in the context of humanitarian sciences : philosophy, aesthetics, cultural studies, art history. Therefore, the complex character (priority of the scientific discourse) solves the leading tasks of art education, therefore the student youth (higher education graduates of the "choreography" specialty) use special knowledge, practical skills and skills to improve technique and performing skills based on authenticity, development of professional abilities, formation of professional skills.

2. Presenting main material

The leading feature of the process of youth culture is socialization, that is, the entry of individuals into the core of national culture. However, indifference to the cultures of other ethnic groups can lead to the severing of contacts between peoples, which threatens the upheaval in the preservation of the original sources of culture. The discourse of youth culture deals with the formation of social dimensions of personality. In view of this, the study and assimilation of traditions and ethnoculture contribute to direct social long-term contacts with the content of artifacts.

Traditions in choreography developed on the basis of many archaic cultures : from Artania to Tripillia. Later, dance images were formed on the archetypes of ancient Slavic culture, inheriting its ancient symbolism. The significant preservation of archetypal traces of antiquity in Ukrainian folklore is confirmed by the existence to this day of such archaic folk customs with games and celebrations as walking with a goat, driving a bush, celebrating Kupala, rozerga (mermaid Easter), and separate rites of the family and family cycle.

This article is devoted to the justification of previously unresolved issues of youth culture, i.e., youth who study choreographic art and become a choreographer at a university or are members of an amateur dance team. Therefore, he unfolds his own creativity in the plane of dance, and in such a vector of action, relying on traditions is primarily a guide to a certain methodological apparatus, in particular, artistic pedagogy. Its priority is the achievement of philosophy, cultural studies, aesthetics, art history and is focused on filling the gaps in the deficit of culture in society or the loss of value orientations. Therefore, the actions of social institutions are aimed at attracting young people to the sphere of culture and education in which culture is a prerogative.

In scientific literature, the concept of youth culture is interpreted by the reasoning of the Dutch scientist G. Hofstede (N. Hofstede, unique studies of cross-cultural communications). It should be noted that the author focused on a rare set of genetic features and unique personality programming against the background of culture *(Hofstede, 1994: 5–6)*.

In view of this, the Polish scientist A. Kłoskowska uses the researched term culture to mean the process of a person's entry into ethnoculture through household and family traditions, cultural environment and institutions of education and culture. The researcher substantiated the philosophy of the potential culture of society. The indicated tendency is implemented through the processes of socialization and inculturation. In fact, traditions cannot be assimilated outside of communication, so interaction with the content of culture (communication, beliefs, artistic works, scientific progress) acquires an essentially substantive basis and meaning in the modern space as well.

Thus, culture as a leading communicator creates life thanks to practical contact, the epicenter of which is family, cultural and educational institutions : that is, mainly in a traditional environment. The designated groups mostly perform a protective role and perform broadcasting functions, paving the way to the content of artifacts and traditions. Most often, this is how direct social contacts are formed: the core of cultural works with deep cultural memory, as if traditions create a person of culture, i.e. enculturate him. This means that culture not only unites young people and directs them to the space of gaining experience, determining their social environment, but also contributes to the assimilation of the priorities of the native culture and the cultures of neighboring ethnic groups. Therefore, the concept of "youth culture" can be identical to socialization, inculturalization, culturalization and be used as synonyms with a somewhat substitute factor.

Likewise, modern means of telecommunications and Internet resources are based exclusively on mediated contact between consumers and creators of culture. Traditions and works of culture are partially absorbed by people who have no connection with their creators :

inculturation takes place on the basis of socialization, implementation of youth in the peculiarities of the modern cultural process.

The American researcher M. Mid (M. Mid), who developed the leading problem of "culture and personality" in three areas (problems of children's socialization; the cultural meaning of sexual roles; the social and cultural dimension of personality), believes that it is parents (mainly) who transmit values traditions to their generations. She substantiates that the traditional features of inculturation are based on various communication contacts *(J. Gordon, 1980).*

In the same way, art education in the scientific discourse needs new qualities of cultural thinking, which meet the modern requirements of creative development of the individual, in particular, the achievements of cultural memory. Focusing on the achievements of philosophers, culturologists, pedagogues, and psychologists, youth culture takes place through life creation and therefore moves towards self-discovery through the means of creative activity : the "Promethean" (according to M. Dufresne) role here belongs to art.

In the context of art education, dance traditions rely on the integration of different types of art in a single artistic space, creating conditions for the awareness of historical connections with the artistic diversity of ethno-traditions in folk culture.

A whole cohort of scientists addressed the problems of the culture-creating nature of traditions, their socio-cultural significance in the life of the people. Leszek Kolakowski emphasized: "If people were to maintain unconditional loyalty to tradition, they would still live in caves, but if they broke off their relationship with it completely, they would still have to return to the caves" *(Kolakowski, 1970: 16).* Therefore, it is clear that to remove tradition from life means to separate the nation from mother's milk. On the contrary, the inheritance, preservation and creative development of traditions ensures the self-sufficient existence of the ethnic group, enriches the world treasury of culture, shapes the future of the nation, nurtures : thus forms the culture of the youth.

In order to master the dance traditions of the people, the leading necessity of the youth is interest in artistic types of aesthetic activity. That is, culture and art, in the space of which dancing takes on essence, meaning and significance when young people, approaching the exhaustion of static forms of aestheticization of emotions, realized the need to solve the problem through dynamic plasticity.

Thus, in the humanitarian environment of Ukraine, attention is focused on a person-oriented cultural approach. The main goal of this approach is a person of culture (Nomo culturalis), who will effectively realize abilities in accordance with professional competences. In addition, it involves the penetration of a person into those areas of culture in which he had not previously intervened, including in the sphere of culture.

In our opinion, it is culture (as a scientific discourse) that comprehensively unites various aspects of interest and activity in art, and therefore the consideration of choreographic education in the context of a single humanitarian paradigm.

In the cultural context, choreographic art should also be considered through the prism of figurative and aesthetic thinking, thus developing psychological mechanisms of consciousness (reflection, empathy) on the basis of general cultural knowledge, ability, artistry, musicality and dancing : that is, harmoniously forming a personality as Homo culturalis.

In order to implement these tasks, educational institutions resort to various experiments, introducing the relevant substantive and substantive sub-fundamentals of art education in the professional training of future choreographers. Thus, in the course of the educational process, we discovered that, forming the professional competences of the future choreographer, a creative approach is distinguished, which is associated with the creative nature of professional training,

when acquiring the pedagogical and performing competences of future choreographers. This approach is integrated with the cultural approach, it has gained wide application, which is evidenced by some scientific works of teachers : artists and choreographers. The authors are mostly united by common considerations regarding the establishment of a creative approach in art pedagogy, which is determined by the study of the creative potential of the teacher's personality and the personification of his creativity as a dynamic characteristic of pedagogical creativity in choreography.

Art education is the subject of H. Padalka's research. The author emphasizes that "the educational essence of art derives from the ability of artistic images to evaluate the phenomena being reproduced" *(Padalka, 2008: 10).* Continuing the analysis of the development of modern art education in the context of globalization changes and modernization, G. Padalka notes that "among the priority problems of the development of art education, such as the national basis for the formation of the content of education, the humanitarian paradigm and its implementation in the process of artistic formation of the individual, the creative the development of students as the goal of art education, the formation of the spirituality of an individual, the cultural basis of art education" *(Padalka, 2016: 72–89).*

Art as a result of artistic creativity is explored by O. Otych "art education is a special personal form of a person's reflection of the surrounding world, in which his creative individuality is expressed, it has an inexhaustible potential for the formation of an integrative systemic quality in everyone who, of his own volition, is purposefully involved in mastering it" *(Otych, 2010: 62–70).*

N. Myropolska pays special attention to the significance and cultural context of art education: "today scientists and practitioners are updating art disciplines that contribute to the formation of competences, cognitive and practical creativity in the field of a certain type of art (musical, visual, theatrical, choreographic, screen, etc.) as well as the assimilation of the basic concepts and laws of other sciences from the standpoint of aesthetic categories – beauty, harmony, aesthetic perfection, aesthetic perfection" *(Myropolska, 2013: 9).*

In view of this, dance traditions are smoothly transformed, transforming people and society, directing integration into social groups, shaping the cultural experience of young people. That is, culture makes it possible to choose clusters of cultural priorities, forming a personality in the space of the social environment. Therefore, culture contributes to the elimination not only of one's own culture, but also of other cultures.

In this way, young people create life in various spheres of activity and the functioning of various systems in the field of dance projects. This is how the important function of education and culture is fulfilled: culture-creating. Its substantive basis sporadically declares the process of mastering the cultural field of Ukrainianness in which traditions are produced in the plane of the modern world.

In addition, education and culture as a segment of choreographic study partly demonstrate the final stage of a certain form of education, as it acts as an episode of the context of cultural realization. Having mastered the basic knowledge and acquired the skills of a cultural and national person, the youth is an exponent of culture, a translator of Ukrainianness with its nobility, and an illustrator of the mechanisms of the functioning of traditions. That is, it is the youth who are the driver and bearer of the national character. In the system of modern education, the phenomenon of dance traditions consists in the transmission of dance experience through the transmission of dance rules, canonical samples, adapted options, which are included in educational programs taking into account certain requirements (higher educational institution, college) for student youth.

In a state of inspired activity (a person dancing, playing, playing music, reciting) the personality is revealed, realizing its own creative potential as Homo culturalis.

The problems of plastic creation and artistic activity in the artistic space by means of choreography encourage scientists to thoroughly investigate the theoretical and practical aspects of art and cultural studies in the context of modern realities. The productivity of research on dance traditions in art education prompts us to turn to cultural scientific discourses where regional values and traditions are implemented in artistic creativity and are revealed through ethnocultural archetypes, symbolism, interpretation of artistic images, aesthetic thinking. Let us emphasize that the most characteristic form of youth culture in the scientific discourse is the ethnic-cultural component, which is presented in the curricula by the disciplines of folk dance and folk-stage dance, within which the assimilation of dance vocabulary occurs in parallel with the awareness of ethno-national traditions, which are transmitted in movements, figurative archetypes, semiotics of dance, in costumes, gender distribution of roles in the dramaturgy of the dance scenario, etc.

The logistics of the aesthetic value of dance traditions in the scientific discourse are that the physical, emotional, intellectual and spiritual processes of the "dancing person" are united into a single whole, and the body becomes not only an instrument, but also a creator. Thanks to the traditions of dance, changes in a person's state of well-being bring a feeling of powerful strength, a convincing inner core, confidence in behavior in space, which enables its study by cultural experts, art critics, historians, educators and psychologists.

Dance traditions are capable of deepening human feelings, forming the need to empathize aesthetically, perceiving the wonderland of plastic beauty. After all, it is impossible to impose or instill something on a person, if he himself does not want it and does not understand the significance of art for personal growth. An important role in this process is played by dance, as a means of developing aesthetic consciousness and the creative basis of the individual.

Improvising to the music, the dancer recognizes himself as a source of his own strength and creative resources, models the internal mechanisms of activating the body and mobilizing their plastic-dynamic reproduction. The kinship of music and dance as procedural intonation-expressive arts is emphasized by their common characteristics (time development, rhythm, intonation, drawing, etc.).

The dancer, for the most part, does not think about any laws, he simply acts (dancing) in accordance with his aesthetic needs, thereby forming a dance pattern as a plastic graphic of self-expression. Thus, the ideas of the dance, having an adequate attitude and preparation, are mastered by the audience. Therefore, the interaction of the choreographic idea and heritage : the dancer as a bearer of the ethno-cultural spirit and plastic beauty : the aesthetically prepared audience and the choreographic tradition forms the content of dance study as a cultural phenomenon.

Considering the nature of the dance, the dance tradition is accumulated and transmits the accumulated aesthetic experience by the means of plastic language in the meaning of the artistic model. So, examples are various versions of the "hopak" dance; folklore canon "Greeks"; folk model "crawler" and others. Such aesthetic experience accumulates in primary forms of folk dance (reproductive-traditional options) and secondary (productive options) forms of amateur folk dance and professional art.

In 2019, the ethnographer Raisa Tsapun in the Zhytomyr region recorded information from Bas Maria, born in 1930, who told about the dances and songs "Yabluchko", "Zarechenka", "Karapiet", "Polka", "Valets", "Korobochka", " Serbian woman", "Goira", "Vasylykha" and others.

3. Conclusions

Dance traditions contain a powerful artistic and pedagogical potential to influence the processes of education, upbringing, formation of aesthetic culture, acquisition of dance skills. That is, thanks to dance art, traditions are integrated into the creative and pedagogical process, creating conditions for a comprehensive perception of ethnoculture in the education of modern Ukrainian youth.

References

1. Myropolska N. E. Ars est elementum educationis personae culturae (pars prima) [Art is a factor of cultural education of a person (part one)]. Personalis spiritualitas: methodus, theoria, praxis. 2015. Issue 3. P. 121–143. [In Ukrainian].
2. Otych O. M. Progressio per artem choreographicam creationis individui individui [Development of creative individuality of the individual by means of choreographic art]. Adulta educatio: theoria, experientia, prospectus. Kyiv, 2010. Vol. 2. P. 62–70. [In Ukrainian].
3. Padalka H. M. Ars paedagogia: theoria et methodi artium artiumque doctrina [Art pedagogy: theory and method of teaching art disciplines]. Educatio Ucrainae. 2008. 274 p. [In Ukrainian].
4. Padalka H. M. Pedagogia educationis artis: rationes modernizationis [Pedagogy of art education: modernization aspects]. Ars et educatio. 2016. N. 4. P. 72–89. [In Ukrainian].
5. Gordon Y. (1976). Margaret Mead: The Complete Bibliography 1925–75 [Margaret Mead: The Complete Bibliography 1925–75]; Hagae. [In English].
6. Kroeber A., Kluckhohn C. (1952). Cultura: a Critical Review of Concepts and Definitions [Culture: a Critical Review of Concepts and Difinitions] // Papers Peabody Mus 47, N 1, p. 181. [In English].
7. Hofstede G. (1994). Culturas et Instituta. Software of the Mind [Cultures and Organizations. Software of the Mind]. UK: Harper Collins Publishers. P. 5–6. [In English].
8. Kolakovsky L. (1970). Anspruch af die selbstverschuldete Unmundigkeit [Anspruch auf die selbstverschuldete Unmundigkeit]. In: Vom Syn der Traditio. Monacensis. P. XVI. [In English].

EFFECTIVE METHODS OF INCREASING FOREIGN LANGUAGE PROFECIENCY IN HIGHER EDUCATIONAL ESTABLISHMENTS

Ganna Shmelkova

Ph.D., Assistant Professor, Zaporizhzhya National University, Ukraine
e-mail: shmelanna1205@gmail.com, orcid.org/0000-0003-2475-3739

Oksana Ubeyvolk

Ph.D., Assistant Professor, Zaporizhzhya National University, Ukraine
e-mail: ubvolk@gmail.com, orcid.org/0000-0003-4257-8209

Summary

In this article, the authors consider the problems of English-language training within the framework of the traditional system of education in technical universities. The article also provides an analysis of the approach to teaching a foreign language, which represents the greatest practical difficulty in organizing the educational process. The purpose of the work is to analyze and justify the need to change the approach to teaching a foreign language to students, demonstrate one of the methods used to teach a foreign language using the example of an electronic course developed in the LMS Moodle system. Considerable attention is also paid to the importance of the presence of authentic materials in the classroom, the main the source of which is today the Internet and e-learning in the LMS Moodle system. Methods used in the study: methods of theoretical research general scientific (analysis and synthesis, induction and deduction), the study of specific literature, as well as a method for analyzing existing methods of teaching a foreign language, teaching techniques using modern achievements of science and technology, allowing the development of foreign language communication, which plays a positive role in intercultural communication.

Key words: intercultural communication, goals, techniques and methods of teaching, teaching technologies, education, LMS Moodle system, information, a foreign language.

1. Introduction

In the modern world, teachers and scientists are increasingly talking about globalization and the need to know and speak a foreign language. As a result, we can observe the changes that the Ukrainian education system is undergoing. It should be noted that these changes are necessary, since modern specialists are forced to speak a foreign language at an advanced level in order to carry out successfully their work.

2. The importance of implementation the latest educational technologies in the process of learning foreign languages

The problem of learning a foreign language for the professional direction of students of economic specialties was studied by Justi R.S., Gilbert J.K., Yu. Avsyukevich, O. Bigich, Yu. Degtyareva, T. Karaeva, T. Korzh, Z. Kornyeva, O. Penkova, V. Tytova and others.

Scientists emphasize the importance of implementation the latest educational technologies in the process of learning foreign languages. Some scientists, studying this problem, used educational projects and games forms of education (Lusi Nurhayati, N. Bibik, D. Bubnova, A. Bunina, O. Leontiev, V. Martyniuk, I. Osadchenko, O. Savchenko, S. Trubacheva, J. Richardz etc.), believing that such foreign language learning tools will make it possible to combine educational and cognitive activities with a real professional environment. The use of the latest multimedia technologies in the process of learning a foreign language was studied by N. Klevtsova, T. Kolesova, A. Lazareva, O. Palii, O. Tarnopolsky and others. Scientists suggest applying different approaches to teaching speaking, reading, listening and writing to higher education students educational institutions.

3. The level of foreign language proficiency in higher professional education

Today a lot of universities are increasingly taking measures to implement algorithms that will make it possible to increase the level of foreign language proficiency in higher professional education. To achieve the goal, it is necessary to improve the structure teaching methods and, of course, the very approach to education.

It is relevant to talk about the competency-based approach as one of the most popular, since it can be considered as a characteristic of compliance with the requirements of the future profession of a university graduate. The competence-based approach is aimed at the comprehensive development of knowledge by students and, first of all, their practical application, which contributes to strengthening the direction of education, taking into account the needs of the student; the student acts as a subject who independently obtains interesting and necessary information. Exactly therefore, universities should create such conditions in which the student will see his own growth and achievements, will be able to conduct self-analysis, self-assessment of their activities *(Srinivas H.2012)*.

That is why, today, teachers of non-linguistic universities have new opportunities on the way to improving the forms and methods of teaching foreign languages. Knowledge of a foreign language by graduates of non-linguistic universities and the ability to apply it at the receptive and reproductive levels is a feature of the professional competence of a young specialist that meets the requirements of the time.

4. The main problems in teaching

While teaching students a foreign language in non-linguistic universities, the teacher faces the main problems that regulate this process, for example, setting tasks for choosing a teaching method and, accordingly, selecting material. Mastering by students not only the skills and abilities of the language structure, but also providing information about the cultural and historical experience of the country of the language being studied is a significant goal in teaching a foreign language.

5. Using various areas of training

Learning objectives are multifaceted: first of all, they are defined by needs of modern society, based on the achievements and opportunities for the social activity of the country, at the same time, they independently determine the entire system of teaching, including the skills and competencies necessary to improve the educational process of students of non-linguistic universities *(Kelley P.2008)*.

Interrelation, transmission and perception through the language of mental activity, which is a link between various processes and forms of the modern world, have changed the approach to teaching a foreign language.

Mastering the theory of a foreign language, the rules for using lexical units of speech, as well as the actual process of using a foreign language, i.e. communication in a foreign language with a native speaker of another culture is nothing but intercultural (cross-cultural) communication. The main characteristics of intercultural communication depend on the level of foreign language proficiency, on the degree of development of foreign language communicative competence. Imperfect knowledge of grammatical constructions does not interfere with intercultural communication fundamentally with a native speaker's language, since he can easily understand the main thing in the statement of a foreigner who is not competent in constructing a sentence, as evidenced by examples of intercultural communication. The validity of this thesis is confirmed by numerous examples from the practice of real intercultural communication.

The communicative competence of students in professional intercultural relations will be formed only if the program material of the "Foreign Language" subject, established by the federal state standards of higher education, is mastered qualitatively. This makes it possible to use various areas of training, both in the formation competence, and in the motivation of interest in learning a foreign language, not only focusing on mastering vocabulary in the specialty, but learning the language more diversified, which will form intercultural communication at a higher level that meets the main goals that determine the focus of the subject "foreign language".

6. Modern methods and techniques of teaching foreign languages

Modern methods and techniques of teaching foreign languages, including the use of multimedia tools in the teaching process – audio and video equipment, educational computer programs, the use of interactive training courses meets the goals in fulfilling the tasks of teaching a foreign language, contributes to the choice of the most modern methods and techniques, using media tools that make it possible to get an idea of the country, its traditions, etc., to communicate with native speakers of the language being studied.

The most effective use of methods, techniques and ways of organizing communicative communication is possible if they are systematized. In the allotted number of hours of classroom and independent work, the student must learn to professionally and autonomously manage learning processes based on didactic material, using modern technical teaching aids.

In the formation of communication in the professional field, knowledge of vocabulary and grammatical forms of the language is important. Offering students authentic texts of a professional orientation for studying the vocabulary and grammatical forms of a foreign language, the curriculum gives them the opportunity to continue study at a master's or postgraduate level, communicate with foreign colleagues in the professional field. At the same time, it is necessary to form students' communication skills.

Some scientists believe that, while developing communication skills, it is necessary to remember the importance of the types of speech interaction, to implement the communicative intentions of the interlocutors in a variant way, not to forget about the tactics and strategies of speech behavior. When teaching intercultural communication, highlighting communicative situations, it is necessary to compare with the types of pragmatic function of speech means, to determine which the corresponding speech intentions and speech acts are used.

She distinguishes the following types of communicative situations: the ability to conduct a conversation and stop it according to ethical standards (in dialogue – maintaining

and disconnecting contact) with one, several or a group of interlocutors, to activate information activity in a business or general cultural setting, the manifestation of feelings in accordance with information, the management of behavioral norms partners, motivation for effective interaction *(Justi R.S., Gilbert J.K. 2002).*

In non-linguistic universities in programs for the study of foreign language, it is necessary to include systematized educational materials on linguistic and cultural topics, the culture of communication, which help to diversify the communication skills of comprehensively developed specialists.

Unfortunately, there is no continuity between the school and the university, besides, a sufficient number of applicants with poor language skills enter non-linguistic universities, the teacher deals with groups of students with different levels of training, which leads to unequal learning of the material.

Also, programs for the study of a foreign language in non-linguistic universities should contain additional systematized educational materials on linguistic and cultural topics, the culture of communication in order to expand the communication capabilities of future specialists.

7. The pros of e-learning

We believe that one of the promising areas is e-education, which will meet the needs and goals of modern education maximally. One of the advantages of e-learning is working with an impressive amount of information, the ability to analyze it in a limited amount of time. We also consider it an indisputable fact that thanks to e-learning, people who interested in obtaining knowledge are already interacting virtually with each other, thereby stimulating the development of distance, mobile education.

As a solution to these tasks, one of the existing modern teaching methods as the development of electronic courses in the Moodle system (Modular Object – Oriented Dynamic Learning Environment (modular object – oriented dynamic learning environment), which is actively and effectively used at the university can be offered. This method has been introduced into the university education system.

Speaking about the effectiveness of the application, it should be noted first of all that LMS Moodle is a free learning management system, focused primarily on organizing continuous interaction between the teacher and students. Using this electronic course, the teacher can create courses on their own, filling them with content in the form of texts, auxiliary files, presentations, questionnaires, tests, video files etc. To use Moodle, it is enough to have a web browser, which makes using this learning environment convenient for both, the teacher and the students. Thus, the teacher can track not only the students' performance of tasks, but also give grades and give comments. So, Moodle is also the center for creating educational material and provides interactive interaction between participants in the educational process.

This system has a convenient intuitive interface. The teacher can create an electronic course independently and then manage its work: insert tables, diagrams, graphics, video, download additional educational and methodological literature for students etc. We also consider that a huge advantage of this course is that it includes such elements as lecture, task, forum, glossary, wiki, chat etc. The modern learning management system Moodle also has a large set of communication tools: e-mail and exchange of attachments between the teacher and students, forum, chat, private messaging, blogging both in Ukrainian and in a foreign language, holding web-conferences with participants in the educational process.

8. The discipline "Professional-oriented workshop in a foreign language"

Since the discipline "Professional-oriented workshop in a foreign language" for teaching masters is practical, the developed electronic course presented below plays the role of support for the implemented discipline, in order to provide students with additional educational and methodological materials for independent work, to work out practical exercises and improve their knowledge, skills and abilities.

Work with the course for students begins with a description of the electronic course. There is also a large section devoted to the methodological support of the course, which includes a complete set of documents on this discipline: the work program of the discipline, the training plan, methodological recommendations to the study of the discipline, the system of assessment by discipline. On the main page you can also find educational and methodological materials on the discipline, additional literature, where all the necessary teaching aids, materials and dictionaries are located, required for students to master this course and perform both practical tasks and independent work.

In the sections, the student can find a complete description of tasks, methodological recommendations and explanations for performing a particular type of task.

9. Conclusions

Thus, we can conclude that the qualitative assimilation of the English language in non-linguistic universities should be conditioned by the general tasks of the content, methods, means, as well as educational activities in the field of language practice and harmonious joint work in the educational team. Students should develop an interest in independent work, the ability to self-control, the ability to evaluate their own activities in the learning process and at the end.

Studying program material, using different types of teacher's control, provide students and teachers with materials from various information sources: Internet resources, information from home and international sources – the latest methodological developments, encyclopedias, dictionaries on various topics, from sites with professional content on the language, to develop socio-cultural knowledge. All these methods will help to fulfill the goals and objectives presented by the social order of the society to the future specialists, including the platform of the electronic course.

References

1. Kovalenko Yu. V. (2010) Efektyvnist suchasnykh pidkhodiv u protsesi vyvchennia inozemnoi movy za profesiinym spriamuvanniam u VNZ. Retrieved from: http://www.rusnauka.com/ 1_KAND_2010/Pedagogica/5_57388.doc.htm 9

2. Al Ibrahim, Ibrahim Abderrazaq. (2002) Education in the Age of Globalization: Educational Basics to Interact with Life Process. Education 140. Hamdan, Mohammed Zayd, p. 139.

3. Kelley P. (2008) Making Minds: Whats wrong with education – and what should we do about it? Routledge, 200 pp.

4. Myers J. Cooperative Learning / John Myers. Vol. 11. No. 4. 1991. Retrieved from: http://www.londonmet.ac.uk/deliberations/collaborativelearning/panitz-paper.cfm

5. Srinivas H. Collaborative Learning. (2019) Collaborative Learning Structures and Techniques. Texas: Teaching Resource Center. Retrieved from: http://www.gdrc.org/kmgmt/c-learn/ methods.html

6. Common European Framework of Reference for Languages: Learning, teaching, assessment (2007). Cambridge: Cambridge University Press, (9th printing). 260 p. Retrieved from: https://www.coe.int/t/dg4/linguistic/source/framework_en.pdf (accessed: 22.09.2017) [in English].
7. Educational Excellence Everywhere (2016). Presented to Parliament by the Secretary of State for Education by Command of Her Majesty. L.: Department for Education, P. 123 [in English].
8. Justi R.S., Gilbert J.K. (2002) Modelling, teachers' views on the nature of modelling, and implications for the education of modellers. International Journal of Science Education. № 24–4, pp. 369–387. Retrieved from: http://dx.doi. org/10.1080/09500690110110142 [in English]
9. Lusi Nurhayati, M.App.Ling. (2008). (TESOL), Nury Supriyanti TEFL Methodology Teaching English as Foreign Language Methodology / Lusi Nurhayati, M.App.Ling. (TESOL), Nury Supriyanti. Jurusan Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Yogyak arta. P. 50 [in English].

TITLES OF CONTEMPORARY UKRAINIAN WORKS FOR CHILDREN AND YOUTH: STRUCTURAL AND SEMANTIC DIMENSION

Liudmyla Shytyk

Doctor of Philological Sciences, Professor, Head of the Department
of Ukrainian Linguistics and Applied Linguistics,
Bohdan Khmelnytsky National University of Cherkasy, Ukraine
e-mail: l_shytyk@ukr.net, orcid.org/0000-0001-5941-672

Liudmyla Yuldasheva

Candidate of Philological Sciences, Associate Professor at the Department of Slavic and
Romano-Germanic Philology, V. I. Vernadsky Taurida National University, Ukraine
e-mail: 1alimduyl@gmail.com, orcid.org/0000-0002-6561-8827

Summary

The article is devoted to the study of the structural and semantic features of the titles of works of modern Ukrainian literature for children and youth. It was found that the analyzed titles are usually multi-meaningful, they are characterized by a high level of generalization. In the projection on figurative and semiotic characteristics, three types of titles are distinguished: titles-indicators, titles-images, titles-symbols. In modern literature for children and young, titles-images and titles-symbols prevail, because it is their use that realizes the ambiguity of the title, and therefore of the work in general.

Typical structural models of the titles of works for children and youth were revealed: titles-word forms, titles-phrases and titles-sentences. The selected actual material proves that the largest group is the titles-subordinate phrases. Within this group, we trace the quantitative unevenness of various types of phrases. The most frequent in terms of usage are titles expressed by a substantive phrase. Instead, verb and adverbial phrases occur occasionally. Single-component titles, expressed by nouns in the nominative case, and titles-simple sentences are also common. Titles-complex sentences are less productive. The titles expressed by the nominative case of representation and models of doublet headings are described and analyzed.

We see the prospect for further scientific research in the study of the pragmatic potential of titles of works of modern Ukrainian literature for children and youth.

Key words: title, titles-indicators, titles-images, titles-symbols, titles-word forms, titles-phrases, titles-sentences, Ukrainian literature for children and youth.

1. Introduction

The title of the work of art serves as the first sign from which familiarization with the text begins. It is a landmark that presents the content of the work in a concise form, as well as a signal that encourages you to read the text or reject it. The title is intended to attract the attention of the reader, to establish contact with him and to adjust to the perception of the work of art.

The titles of works for children and youth, which, in our opinion, fully reflect the peculiarities of children's perception deserve research attention. In modern philology there is a lack of

thorough studies that would have singled out the linguistic features of Ukrainian works for children and youth, and investigated the title as an important element of such works. The relevance of the topic of scientific research is determined by the importance of studying the structural and semantic features of the titles of Ukrainian works for children and youth.

2. Theoretical analysis of the problem

In modern science, headings are studied mainly from the standpoint of text linguistics *(Halych, 2003; Zagnitko, 2005; Karpenko, 1991; Kochan, 2016; etc.)* and pragmatics *(Korolova, 2015)*. Semantic features of titles are analyzed in the works of L. Hrytsyuk *(Hrytsiuk, 1989),* I. Yermolenko *(Yermolenko, 2011)*. The functions of the title are described in the works of R. Bart *(Barthes, 1965),* L. Kanibolotska *(Kanibolotska, 2003),* and N. Smirnova *(Smirnova, 2013)*. The syntactic structure was the object of attention of Ye. Boeva *(Boieva, 2005)*, V. Rongynskyi *(Ronhynskyi, 1965)* and others. A comprehensive analysis of the titles of modern works of art is presented in the monograph of L. Yuldasheva *(Yuldasheva, 2019)* and in the dissertation of T. Zheltonohova *(Zheltonohova, 2000)*. Researches of M. Bagan *(Bahan, 2012),* N. Kondratenko *(Kondratenko, 2004; Kondratenko, 2020),* L. Solodka *(Solodka, 2008)*, L. Shytyk *(Shytyk, 2017),* and others confirmed the importance of titles in journalistic texts. In the context of our research, the literary works of L. Skoryna *(Skoryna, 2009),* M. Cheletska *(Cheletska, 2006),* etc., in which the titles are analyzed in the literary plane, deserve attention.

3. Research purpose and methodology

The purpose of the work is to analyze the structural and semantic features of the titles of works of modern Ukrainian literature for children and youth.

The scientific search was carried out mainly within the framework of synchronous analysis, since our attention is focused on the study of modern structural and semantic types of titles of works. To achieve the set goal and to solve specific tasks, the following methods were used: linguistic description of linguistic facts with the involvement of structural-semantic analysis techniques (for inventory and systematization of headings, description of their features); the method of observation, focused on the purposeful understanding and assimilation of the essence of the studied linguistic phenomena, as well as on their commenting and generalization; method of component analysis (to study the semantic features of headings).

4. Main text

The title, as a representative of the text of the works for children and youth, expresses their main motives in a condensed form or names the through images. The names of works of art are part of the lexical wealth of the Ukrainian language.

The title of most of the works for children and youth is ambiguous. It is characterized by a high level of generalization. It interacts with various elements of the text, gradually expands its meaning and acquires polysemy. The semantics and features of the functioning of the title of the work depend on the semantic and structural connections with the text. Based on the figurative and semiotic aspect, three types of titles are distinguished: titles-indicators, titles-images, titles-symbols *(Hrytsiuk, 1989: 52)*.

The lowest degree of imagery is characteristic of titles-indicators. Their semantic structure does not undergo modifications or almost does not change during the process

of perceiving the text. Direct, factual meaning dominates in titles-indicators: «*Марта і Годинникар*» by A. Schneider, «*Капітан Джен*» by A. Amasova and V. Zaparenko, «*Карта і компас*» by N. Devyatko. This group of titles is small, because the titles of modern works are characterized by ambiguity, which is not typical of titles-indicators.

The degree of imagery of headings of the second type is much higher than that of indicator headings. In titles-images, the meaning is reinterpreted and expanded. They «realize their second image-semiotic modification» *(Hrytsiuk, 1989: 54),* that is, to determine the semantics, it is necessary to take into account the figurative meaning (for example, «*Зброя вогню*» by T. Zavitai).

The title of the work can correlate with various types of tropes, including:

– a metaphor: *«Багряні крила»* by K. Matvienko, «*Зелена квітка тиші*» by M. Hryhoriv, «*Солоні поцілунки*» by O. Kupriyan;

– an oxymoron: «*І паралельні перетинаються*» by S. Hrydin, etc.

The use of artistic means for the nomination of a work, although it creates a certain obstacle for understanding, but at the same time activates the reader's perception and arouses the interest of the recipient.

Headings-characters are characterized by the highest degree of imagery. For example, the title of the work «*Біла ворона*» by O. Saiko was created on the basis of the appropriate phraseology: a *white crow* is a person who stands out among others by his behavior and appearance.

The nomination of modern works for children and young people is focused on the grammatical models fixed in the minds of the recipients, which their young readers perceive as specific for the creation of literary titles.

The names of the analyzed works are diverse, their structure varies from a single-component structure («*Задзеркалля*» by O. Lushchevska, «*Варвари*», «*Вітроломи*» by S. Protsyuk, «*Самійло*» by Y. Yarish, «*Прибульці*» by V. Rutkivskyi) to constructions consisting of 5-6 components («*Король буків або Таємниця Смарагдової книги*» by S. Dermanskyi, «*Космічні агенти проти Сирного Монстра*» by A. Khromova).

Subjunctive phrases dominate among the titles-phrases («*Сумна скоромовка*» by Yu. Bedryk, «*Добре вдома*» by Z. Zhivka, «*Упертий цапок*» by O. Krotyuk, «*Бешкетні вірші*» by H. Malik, «*Зайчикове щастя*» by L. Nitsoi, «*Домовичок з палітрою*» by M. Pavlenko, «*Сторожова застава*» by V. Rutkivskyi, «*Чорний пан*» by M. Savka, «*Останній шаман*» by N. Tysovskaia, «*Гойдалка під кленом*» by H. Tkachuk, «*Форум вічноживих*» by H. Shton, «*Стрибок над зорями*» by N. Shcherba and others). Coordinated phrases occur occasionally («*Майка і Смугастик*»by L. Kuptsova, «*Олена й Аспірин*» by M. Dyachenko and S. Dyachenko, «*Богиня і Консультант*» by V. Eshkilev, «*Марічка і Костик*» by S. Protsyuk, «*Маляка і Крококовть*», «*М'яке та пухнасте*» by I. Andrusiak, «*Маляка і Гаплик*» by O. Dermanskyi, «*Хімія і їжа*» by Yu. Smal, «*Ярик і дракон*» by L. Nitsoi, «*Цятки і плямки*» by K. Yehorushkina, etc.).

The selected actual material gives reasons to single out the eight most productive models of titles, which are subjunctive phrases:

1) N_1+N_2, in particular: with the meaning of the relation («*Танок Чугайстра*» by O. Dermanskyi, «*Сузір'я Курки*» by S. Andruhovych, M. Prokhasko, *«Діти Пралісa»* by T. Zavitayl, *«Алхімія свободи»* by Y. Katoroz, «*Клуб боягузів*» by A. Kokotyukha, S. Andruhovich and M. Prokhasko); with proper attributive meaning («*Музей пригод*» by O. Gavrosh, «*Глосарій моди*» by Ya. Podoselnik, «*Пантеон свободи*» by A. Maksakova, «*Місто тіней*» by M. Marchenko, «*День сніговика*» by Dzvinka Matiyash, «*Час дітей*» by T. Malyarchuk);

with a possessive meaning («*Щоденник Лоли*» by O. Kupriyan, «*Скарб вікінгів*» by O. Te-reshchenko); with a subjective meaning («*Мрія Маляки*» by O. Dermanskyi); with object meaning («*Повелителька хаосу*» by O. Kirtog, «*Володарка лісу*» by S. Kochubey);

2) $N_1+з+N_2$ with an attributive meaning («*Десерт з гірчинкою*» by I. Sviatushenko) and attributive-locative semantics («*Школярка з передмістя*» by O. Dumanska, «*Книгоноші з Королівства*» by H. Pagutyak, «*Дівчина з міста*» by O. Ryzhko);

3) $N_1+для+N_2$ (with attributive-target meaning), e. g.: «*Скриня для імператора*» by A. Amasova and V. Zaparenko, *«Мед для мами»* by I. Malkovich, *«Скрипка для Оленки»* by O. Ryzhko;

4) $N_1+ під +N_5$ (with attributive-locative meaning), e. g.: «*Квіти під столом*» by S. Balukh, «*Вовк під вікном*» by N. Kashchak;

5) $N_1+ в/у +N_6$ (with an attributive-locative meaning), e. g.: *«Голоси в пустелі»* by O. Kononenko, , «*Столик у кав'ярні*» by O. Ostapyuk, «*Кроки в Безмежжі*» by N. Shcherba;

6) $N_1+ на +N_6$ (with attributive-locative meaning), e. g.: «*Цукор на дні*» by E. Golov-chenko, «*Кав'ярня на розі*» by O. Saiko;

7) $Adj_{1sin}+N_{1sin}$ (with an attributive meaning), e. g.: «*Звіряча абетка*», «*Морськосвинський детектив*» by I. Andrusyak, «*Зелена черепаха*» by M. Bratan, «*Татусева книга*» by V. Vaku-lenko, «*Великий дощ*» by V. Holoborodko, «*Нічийний хруль*», «*Арктична пасіка*» by O. Dermanskyi, «*Чарівна брама*» by V. Lapikur and N. Lapikur, «*Піратський маршрут*» by H. Malik, «*Добрий шлях*» by K. Matvienko, «*Сторожова застава*» by V. Rutkivskyi, «*Самостійне життя*» by M. Prokhasko and T. Prokhasko;

8) $Adj_{1pl}+N_{1pl}$ (with attributive meaning), e. g.: «*Найдовші вуса*» by H. Vdovichenko, «*Закохані казки*» by O. Gavrosh, «*Чудернацькі вірші*», «*Прикольні вірші*» by O. Dermanskyi, «*Пір'яні леви*», «*Летючі острови*» by I. Kovalyshena, «*Солоні поцілунки*» by O. Kupriyan, «*Найкращі друзі*» by O. Lushchevska, «*Перехідний вік*» by I. Matsko, «*Київські казки*» by Z. Menzatyuk, «*Сині води*» by V. Rutkivskyi.

Titles expressed by extended phrases take the second place in terms of the number of uses, for example: «*Неймовірні пригоди Остапа і Даринки*» by A. Bachynskyi, «*Прибулець з країни Нямликів*», «*Таємне товариство боягузів*», «*Таємне товариство брехунів*», «*Таємниця золотого кенгуру*», «*Планета смугастих равликів*» by L. Voronyna, «*Розбійник Пинтя у Заклятому місті*» by O. Gavrosh, «*Перша доріжка в небо*» by A. Hry-horuk, «*Дивні дні Гані Грак*» by L. Deresh, «*Таємниця старої обсерваторії*», «*Загадкові світи старої обсерваторії*» by O. Ilchenko, «*Наша велика вигадана родина*» by O. Lush-chevska, «*Злочинці з паралельного світу*», «*Незвичайні пригоди Алі в Країні Недоладії*» by H. Malyk, «*Марта з вулиці Святого Миколая*» by D. Matiyash, «*Перехідний вік моєї мами*» by I. Matsko, «*Таємниця козацької шаблі*», «*Дике літо в Криму*» by Z. Menza-tyuk, «*Метелики в крижаних панцирах*» by O. Radushynska, «*Вечірні крамниці вулиці Волоської*» by H. Tkachuk, «*Історії чарівного лісу*» by V. Chitai and others.

There is a large group of titles expressed by one full-meaning word in the form of the nominative case, in particular by a noun (*«Не-ангел»*, *«Сапери»* by S. Hrydin, *«Автомобільчик»*, *«Бджілка»* by L. Nitsoi), a substantivized adjective (*«Відчайдушні»* by S. Hrydin, *«Новенька»* by O. Saiko), participle (*«Незрозумілі»* by S. Hrydin, *«Закохані»* by A. Levkova), pronoun (*«Не такий»* by S. Hrydin).

The most productive models of this group are as follows:

– N_{1sin}: «*Мері*» by O. Dermanskyi, «*Берегиня*» by Ya. Ishchenko, *«Зюзя»* by S. Kutsan, *«Сновида»* by O. Miguel, *«Зграя»* by A. Nikulina, «*Королівство*» by H. Pagutyak, «*Арсен*» by I. Rozdobudko, «*Кордон*» by T. Ruban, *«Ганнуся»*, *«Угода»* by V. Rutkivskyi, *«Часолист»* by N. Shcherba;

– **N₁ₚₗ**: «*Сапієнси*» by V. Aryenev, «*Потерчата*», «*Варвари*» by S. Protsyuk, «*Джури*» by V. Rutkivskyi, «*Волковиці*» by M. Smagina, etc.

The next most frequent is the group of titles-simple sentences, in particular:

– unextended simple sentences («*І паралельні перетинаються*» by S. Hrydin, «*Я закохалася*» by M. Morozenko),

– extended simple sentences («*У морі жаби не живуть*» by I. Andrusiak, «*Мала ніби не проти*» by N. Bila, «*Більше щоденника я не пишу*» by N. Bon, «*Каченя шукає маму*» by M. Bratan, «*Зубр шукає гніздо*» by O. Bula, «*Усміхнулось сонечко*» by L. Viduta, «*Я чекаю Миколая*» by O. Dermanskyi, «*Магам можна все*» by M. Dyachenko and S. Dyachenko, «*Мій тато став зіркою*» by H. Kyrpa, «*Бабусі також були дівчатками*» by Ye. Kononenko, «*Їде грудень на коні*» by H. Malyk, «*Понад Дніпро гуде метро*» by I. Malkovych, «*А на нас упав ананас*» by O. Mamchych, «*Знає тільки Мару*» by O. Ryzhko, «*Я зніматимуся в кіно*» by I. Rozdobudko).

There are names that represent the subordinate part of a complex sentence, and the main part is omitted in order to save speech resources, for example: «*Як Гусь свою любов шукав*» by L. Denysenko, «*Як Шу́ша познайомився з Га́гою*» by N. Kushnir, «*Як я руйнувала імперію*» by Z. Menzatyuk, «*Як зрозуміти козу*» by M. Prokhasko and T. Prokhasko. In such titles, fragments such as *a story about that..*, *a tale about that..*, which are redundant, are omitted: [*Tale about that*] *How Goose was looking for his love*, [*Story about that*] *How Shusha met Gaga*. This group also includes the titles «*Коли я була лисицею*» by T. Postavna, «*Хто зробить сніг*», «*Куди зникло море*», «*Як зрозуміти козу*» by M. Prokhasko and T. Prokhasko, «*Коли оживають ляльки*» by I. Rozdobudko, etc.

The titles of the works «*Сова, яка хотіла стати жайворонком*» by H. Vdovichenko, «*Те, що можна написати тільки аквареллю*» by T. Horytsvit, «*Кіт, що любив океани*» by S. Didukh-Romanenko, «*Вовченятко, яке запливло далеко в море*» I. Malkovych, «*Подорож туди, де сніг*» by M. Rybalko are formally complex sentences. The active use of headings corresponding to the sentence is a new trend in the development of literature.

Some writers use the so-called the nominative case of representation, that is, a noun in the nominative case, used in isolation, but thematically connected with the next fragment, to actualize the fragments of the title: «*Пірати Котячого моря. Мумія бунтівника*» by A. Amasova, V. Zaparenko, «*Детективи з Артеку. Таємниці кам'яних могил*» by A. Bachynskyi, «*Туконі. Мешканець лісу*» by O. Bula, «*Ельбер. Вогонь для Вогнедана*» by M. Hornostayeva, «*Зоряні. Королівська місія*» A. Povkh, «*Лунастри. Кроки в Безмежжі*» by N. Shcherba and others.

The doublet title, in which two fragments of reality are emphasized at the same time, is interesting in terms of structure and semantics. Such headings occur quite often in literature for children and youth and differ in structure:

1) «word + **або** + phrase», e. g.: «*Межник, або Всесвітнє свавілля*» by O. Denysenko, «*Людина-"скороход", або пригода на Безіменній вулиці*» by L. Lesonin;

2) «phrase + **або** + phrase», e. g.: «*Бісова душа, або Заклятий скарб*» by V. Aryenev, «*Король Буків, або Таємниця Смарагдової книги*», «*Детективи в Артеку, або команда скарбошукачів*» by A. Bachynskyi, «*Софіїні небеса, або чарівний Дар гномів*» by O. Gordiyko, «*Володар макуци, або Пригоди вужа Ониська*» by O. Dermanskyi, «*Ковалі щастя, або новорічний детектив*» by V. Nestaiko; «*Втеча звірів, або новий бестіарій*» by H. Pagutyak, «*Смарагдовий ґудзик або Пригоди зненацька*» by T. Cherep-Peroganych;

3) «sentence + **або** + phrase», for example: «*Мінімакс – кишеньковий дракон, або День без батьків*» by A. Kosteckyi;

4) «phrase + **або** + sentence», for example: «*Пуп землі, або Як Даринка світ рятувала*» by H. Khodko;

5) «word + *або* + sentence», for example: «*Сорокопуди, або Як Ліза і Стефа втекли з дому*» by I. Andrusiak;

6) «sentence + *або* + sentence», for example: «*Як пасує краватка, або Чому не всі поросята брудні*» by T. Stus, «*Коли приходить любов, або Щастя після нещастя*» by T. Cherep-Peroganych.

5. Conclusion

The creation of works of art aimed at children's perception requires a careful selection of specific forms, means and techniques, thanks to which a successful correlation of text and subtext is possible. One of these tools is titles that represent the lexical diversity of the Ukrainian language. A characteristic feature of the titles of the works is ambiguity, which is partly due to their interaction with various elements of the text. According to figurative and semiotic characteristics, three types of titles are distinguished: titles-indicators, titles-images, titles-symbols. In modern literature for children and young, titles-images and titles-symbols prevail, because it is their use that realizes the ambiguity of the title, and therefore of the work in general.

Modern authors name works according to well-known grammatical models, but use various means of expression to distinguish them from others. The syntactic classification of headings includes titles-word forms, titles-phrases and titles-sentences. The selected actual material proves that the largest group is the titles-subordinate phrases. However, within this group, we can also trace the quantitative unevenness of various types of phrases. The most frequent in terms of usage are titles expressed by a simple substantive phrase. Instead, verb and adverbial phrases occur occasionally. One-component titles expressed by nouns in the nominative case and titles-simple sentences are also quite common. The titles expressed by the nominative case of representation and models of doublet headings are described and analyzed.

A logical continuation of this study can be the research of the pragmatic potential of titles of works of modern Ukrainian literature for children and youth.

References

1. Bahan, M. (2012). *Zaperechennia u zaholovkakh suchasnykh ZMI [Denial in the titles of modern mass media]. Kultura slova, 77, 153–157. [in Ukrainian]*
2. Barthes R. (1965). *Éléments de sémiologie. Denoël/Gonthier, Paris. [in French]*
3. Boieva, Ye. V. (2005). *Zaholovky u tvorchii spadshchyni Hryhoriia Skovorody (strukturno-semantychnyi aspekt) [Titles in the creative heritage of Grigory Skovoroda (structural and semantic aspect)]. Zapysky z onomastyky, 9, 3–10. Retrieved from: http://www.nbuv.gov.ua. [in Ukrainian]*
4. Cheletska, M. M. (2006). *Poetyka zaholovkovoho kompleksu v lirytsi Ivana Franka [The poetics of the title complex in Ivan Franko's lyrics]. Extended abstract of PhD dissertation (Ukrainska literatura). Lviv. [in Ukrainian]*
5. Halych, V. M. (2003). *Zaholovok u strukturi zmistu y formi publitsystychnykh tvoriv Olesia Honchara [The title in the content structure and form of Oles Honchar's journalistic works]. Zb. pr. nauk.-doslid. tsentru periodyky, 11, 537–556. [in Ukrainian]*
6. Hrytsiuk, L. F. (1989). *Do pytannia pro linhvistychnyi status zaholovka [To the question of the linguistic status of the title]. Movoznavstvo, 5, 55–58. [in Ukrainian]*
7. Hrytsiuk, L. F. (1992). *Obrazno-semantychnyi pidkhid do klasyfikatsii zaholovkiv [Image and semantic approach to the classification of titles]. Movoznavstvo, 2, 51–56. [in Ukrainian]*
8. Kanibolotska, L. S. (2003). *Pro funktsiiu zaholovka-tsytaty z tsyklu «Kazky suchasnoho mista» Liudmyly Tarshanytskoi [About the function of the title-quotes from the series "Tales of*

the Modern City" by Lyudmyla Tarshanytska]. Tainy khudozhnoho tekstu (do problem poetyky tekstu): zb. nauk. prats. Dnipropetrovsk: RVTs DNU, 3, 228–233. [in Ukrainian]

9. Karpenko, Yu. O. (1991). Pro nazvy tvoriv Liny Kostenko [About the titles of Lina Kostenko's works]. Kultura slova, 41, 13–22. Retrieved from: http://kulturamovy.univ.kiev.ua/KM/pdfs/Magazine41-4.pdf. [in Ukrainian]

10. Kochan, I. M. (2016). Zaholovky maloi prozy I. Franka yak aktualizatory khudozhnoho tekstu [Titles of I. Franko's short prose as actualizers of the artistic text]. Problemy humanitarnykh nauk. Seriia: Filolohii, 38, 57–65. [in Ukrainian]

11. Kondratenko, N. V. (2004). Pretsedentni komponenty v zaholovkakh publitsystychnykh tekstiv (na materiali hazetnykh statei) [Precedent components in the titles of journalistic texts (based on the material of newspaper articles)]. Mova i kultura. Kyiv: Vydavnychyi Dim Dmytra Buraho, 7, IV, 1, 162–166. [in Ukrainian]

12. Kondratenko, N. V. (2020). Komunikatyvni stratehii vzaiemodii z adresatom u mediadyskursi (na materiali zaholovkiv chornohorskykh ta ukrainskykh elektronnykh periodychnykh vydan) [Communicative strategies of interaction with the addressee in media discourse (based on the titles of Montenegrin and Ukrainian electronic periodicals)]. Lingua Montenegrino, 13/2, 26, 33–52. [in Ukrainian]

13. Korolova, V. V. (2015). Prahmatyka zaholovka suchasnoi ukrainskoi dramy [Pragmatics of the title of modern Ukrainian drama]. Visnyk Zhytomyrskoho derzhavnoho universytetu. Seriia «Filolohichni nauky». Zhytomyr, 3(81), 24–28. [in Ukrainian]

14. Ronhynskyi, V. M. (1965). Syntaksychni modeli zaholovkiv ta yikh vykorystannia v riznomanitnykh styliakh movy [Syntactic patterns of titles and their use in various styles of speech]. Extended abstract of PhD dissertation (Teoriia movy). Kyiv. [in Ukrainian]

15. Shytyk, L. V. (2017). Zaholovky v mediadyskursi tyzhnevyka «Kraina» [Titles in the media discourse of the Kraina weekly]. Visnyk Cherkaskoho universytetu. Seriia «Filolohichni nauky». Cherkasy, 2, 13–21. [in Ukrainian]

16. Skoryna, L. V. (2009). Poetyka zaholovku virshotvoriv Mykhaila Drai-Khmary [The poetics of the title of Mykhailo Dry-Khmara's poems]. Visnyk Cherkaskoho universytetu. Seriia: Filolohichni nauky, 167, 27–33. [in Ukrainian]

17. Smirnova, N. P. (2013). Funktsii zaholovkiv ukrainskykh literaturnykh kazok XX st. [Functions of titles of Ukrainian literary tales of the 20th century]. Visnyk Luhanskoho natsionalnoho universytetu imeni Tarasa Shevchenka. Seriia «Filolohichni nauky». 2 (2), 225–230. [in Ukrainian]

18. Solodka, L. I. (2008). Leksyko-semantychni osoblyvosti hazetnykh zaholovkiv [Lexical and semantic features of newspaper titles]. Extended abstract of PhD dissertation (Teoriia ta istoriia zhurnalistyky). Kyiv. [in Ukrainian]

19. Yermolenko, I. I. (2011). Semantychni osoblyvosti zaholovkiv detektyvnykh romaniv Danielia Pennaka [Semantic features of the titles of Daniel Pennak's detective novels]. Naukovyi visnyk Khersonskoho derzhavnoho un-tu: zb. nauk. prats. Seriia «Linhvistyka». Kherson: KhDU, 25, 215–219. [in Ukrainian]

20. Yuldasheva, L. P. (2019). Zaholovky suchasnykh khudozhnikh tvoriv: struktura, semantyka, prahmatyka [Titles of modern works of art: structure, semantics, pragmatics]: monohrafiia. Kyiv: Vydavnytstvo Kyivskoho mizhnarodnoho universytetu. [in Ukrainian]

21. Zahnitko, A. P. (2005). Linearnyi i vertykalnyi vnutrishnotekstovyi potentsial zaholovka [Linear and vertical intratext potential of the title]. Naukovyi visnyk Khersonskoho derzhavnoho universytetu: zb. nauk. Prats. Seriia «Linhvistyka». Kherson: KhDU, 2, 235–243. [in Ukrainian]

22. Zheltonohova, T. V. (2000). Zaholovok yak komponent ukrainskoho poetychnoho tekstu [The title as a component of the Ukrainian poetic text]. Extended abstract of PhD dissertation (Ukrainian language). Kirovohrad. [in Ukrainian]

TEXT IN THE MODERN PARADIGM OF SCIENTIFIC KNOWLEDGE: CATEGORIZATION AND PRAGMATICS

Pavlo Struhanets

Postgraduate Student at the Department of General Linguistics and Slavic Languages,
Ternopil Volodymyr Hnatiuk National Pedagogical University, Ukraine
e-mail: struhanets.pavlo@gmail.com, orcid.org/0000-0001-7066-1523

Summary

The article analyzes the text in the modern paradigm of scientific knowledge from the perspective of categorization and pragmatics. A look at the text in a categorical dimension attests to a change in definitions, an expansion of the interpretation of the concept. It is noted that linguists differentiate text and discourse, study the text in semantic, grammatical, pragmatic-communicative and structural planes, study the categorical organization of the text. Focused on what, in addition to written texts, oral texts also attract the attention of scholars.

The analysis of the text as an object of linguistic research in a pragmatic dimension is presented on the material of an oral text – a football television report. Football live television reporting appears as a process and product of oral communication addressed to a multi-million audience of game fans. The features of the football television report as a text are explained through a system of text categories with units of a lower hierarchy (according to the concept of A. Yeshchenko) in three dimensions: from the perspective of semantics, from the perspective of communicativeness, at the level of pragmatics.

Summarized that, the correlation of text categories of different dimensions serves as a text-constitutive factor.

Key words: text, text category, pragmatics, mass media, reportage, text structures, language means.

1. Introduction

The definition of text as an object of linguistic research was changed since the text linguistics had been evolved (in the 1960-ies of the XX century). "In the early stages, a unit of text linguistics was a certain sequence of sentences, correlated by structural and semantic relations – a complex syntactic whole, a superfragmentary unit, a paragraph, etc. – units that are longer than a sentence. These units are beginning to be considered as hypersyntactic but the interpretation of text does not go beyond the concept of "coherent text"; it covers a closed chain of several sentences and does not extend to the whole, complete piece of speech" *(Greshchuk, Greshchuk 2022: 12)*.

As early as the 1970-ies of the XX century, the field of text linguistics was already talking about the whole text, or the whole piece of speech. In addition to written texts, spoken texts are also becoming an object of study. The French philosopher P. Ricoeur believed that text is always more than a linear sequence of phrases. And within this sense, the multiplicity of interpretation and even the conflict of interpretations is not a flaw but rather an advantage of understanding, which is the essence of interpretation *(Ricoeur, 2002)*.

The logic of the development of text linguistics puts on the agenda the revision of the definitions of basic concepts in connection with the renewal of the paradigm of scientific knowledge. Despite the active research of linguists on the features of the text and its categorical organization *(Zahnitko, 2006; Selivanova, 2010; Batsevych, Kochan, 2016; Yeshchenko, 2021)*, the comprehensive analysis of the concept of "text" and the implementation of the text in modern language practice does not lose its relevance.

The purpose of the article is to analyze the text in the modern paradigm of scientific knowledge from the perspective of categorization and pragmatics. The set goal presupposes the following tasks: to compare the definitions of the concept of "text" at different time intervals, to differentiate the concepts of "text" and "discourse", to characterize the main directions of studying the organization of the text, to highlight the results of the analysis of the football television report as an oral text. The following research methods were used: conceptual-linguistic – to analyze the views of linguists; continuous sampling method – to select the corpus of textual structures relevant for research; functional method – for interpreting the parameters of language means in football telereporting; descriptive-analytical – for interpretation and generalization of collected factual material. The source base of our research is reports in Ukrainian on the TV channels "Megogo 1" (MG1), "Setanta Sport" (SS).

2. The text in categorical dimension

At the beginning of the XXI century, *text* was interpreted as "a written or spoken speech array that constitutes a linear sequence of statements that are united in the nearer perspective by semantic and formal grammatical connections, and in the general compositional, distant plan – by a common thematic and plot task" *(Barannyk, 2000: 627)*. In the 1920-ies of the XX century, A. Zahnitko explains the term "text" quite broadly – as a holistic semiotic form of psycho-speech and thought human activity that is conceptually and structurally organized, dialogically embedded in the internalized being, the semiotic universe of ethnic group or civilization, which is a pragmatically directed mediator of communication; as a result of communication, its structural and linguistic component and simultaneously its realization; as a structure, where the discourse is embodied after its completion; as an oral or written piece of language process, logically complete, consisting of a number of special linguistic expressions that are united by different types of lexical, grammatical, logical, stylistic relations, with appropriate focus and pragmatic guidance *(Zahnitko, 2020: 793)*.

There is also the concept "discourse" in modern linguistic studies, in addition to concept "text". These terms have the similar or identical interpretations. A. Zahnitko defines "discourse" as it follows: "...a communicative event that can be described either as a sequence of interrelated speech acts (or statements) or as a certain sequence of sentences that form the basis of such description (i.e., predications; clauses – in Anglo-American tradition)" *(Zahnitko, 2020: 138)*. The scholar notes that in modern interpretation there are several definitions of discourse, and immediately cites five formulations. Among them is the one that identifies discourse with text: "A coherent text in the context of many constitutive and background factors – socio-cultural, psychological ones, etc.; text, immersed in life with the whole range of extra-linguistic factors and events; text in the totality of socio-cultural, pragmatic, psychological, and other factors" *(Zahnitko, 2020: 139)*.

The researchers of text linguistics F. Batsevych and I. Kochan believe that text appears as a result of communication (discourse), its structural and linguistic component; structure, where the "live" discourse is embodied after its completion. They highlight the most important

features that distinguish text and discourse: 1) text is a kind of "frozen" discourse; discourse that has been "stopped" by removing some live circumstances, specific participants with their psychological, mental, cognitive, social, and similar factors, as well as time, place, and circumstances of communication; 2) in contrast to discourse, text does not reveal any paralinguistic and non-linguistic means; they are presented only with description; 3) text is a unit of linguistic analysis, discourse is a unit of communicative analysis; 4) text is a linguistic unit; discourse is a sociolinguistic, interactive (and transactive) unit; 5) the term "discourse", in contrast to the term "text", is not applied to ancient texts, as well as to texts, which connections with real life cannot be reproduced directly *(Batsevych, Kochan, 2016: 63-64)*. In our study, we rely on the concept of *text* as "the nuclear, central component of discourse, its semantic "clot", where the information, related to linguistic factors of communication, is concentrated" *(Batsevych, Kochan, 2016: 64)*.

The term "text" is used to refer to any fragment of speech (oral or written) with various duration that forms a single whole. Text is both a process and a product of speech activity. Text as a linguistic category is studied in linguistics in the following areas: *semantic* (interaction of language signs to express some meaning: problems of distribution and choice of language signs to enhance the expressiveness and significance of text; semantic compatibility of meanings; contamination, condensation and other phenomena); *grammatical* (expression of grammatical categories and peculiarities of their interaction, influence of language units on the meaning of grammatical constructions; issues of syntactic synonymy and variants, possibilities of transformations; issues of textual and grammatical categories); *pragmatic-communicative* (text as a message, its locative, illocutionary and perlocutionary parameters, hermeneutics); *structural* (interaction of grammatical and semantic means in text generation) (Denyskina, 2005: 22). Therefore, for text analysis, it is necessary to take into account the system of lexical nominations and text structures.

However, text is not just a combination of its levels and other structural elements. Text has a categorical organization. Since any text is a multidimensional phenomenon, the various features can serve as the basis to distinguish its categories. In modern linguistics, there is no established opinion on the definitions, number and hierarchy of text categories.

Taking into account the basic coordinates of a particular sign-symbolic system, including the language system (semantics, syntax, pragmatics), on the one hand, and the specific formal and semantic organization of text, on the other hand, F. Batsevych and I. Kochan proposed their own typology of text categories. The highest categorical feature of any text is considered to be *anthropicity*, which reflects the author's image. It is the human factor that contributed to text formation as a phenomenon of social life, and is the main source of structure generation and deployment of text's content. Anthropicity is embodied in text categories with lower level of abstraction: I. Formal-structural, syntactic categories by nature: 1) cohesion; 2) integration; 3) progression; 4) stagnation. II. Semantic categories: 1) ontological-semantic: a) time; b) space; 2) content-semantic: a) human; b) thing; c) state of affairs; d) event; e) case; f) fact; g) evaluation. III. Pragmatic categories: 1) point of view; 2) empathy, focus of empathy; 3) implications, implicatures; 4) modus, modality. As a result, the *text categories* are interpreted as the most general, hierarchically constructed, regularly materially (explicitly and implicitly) fixed embodiments with formal-structural and notional (semantic, syntactic and pragmatic) organization of any text. These are the text cores that bind and group all text means around them *(Batsevych, Kochan, 2016: 183-184)*.

Solving the problem to distinguish the text categories serves primarily to explain the nature of text and its status in language system and speech activity. O. Selivanova interprets

text category as "a supra-paradigmatic invariant feature that reproduces the most essential peculiarities of textemes and actualized texts" *(Selivanova, 2008: 496)*. She considers that the attempts to determine the dominant text category (feature), as well as the definitions of text are unpromising. Given the unity of text's functional nature, she substantiated such text and discourse categories as integrity, membership, coherence, informativeness, referentiality, text continuum, anthropocentricity, interactivity, and intersemiotics *(Selivanova, 2008: 499-516)*.

Based on thorough analysis of works, prepared by leading specialists in text linguistics, T. Yeshchenko considers it promising to identify such criteria of text categories as communicative, semantic and pragmatic. However, she does not ignore others since the classification of text categories should ideally cover the different components, "be based on understanding the text boundaries, the involvement degree of pragmatic parameters, and take into account the specifics in manifestation of text paradigmatics in cultural code of other Ukrainian texts" (Yeshchenko, 2021: 88). In the hierarchy of text categories, built by T. Yeshchenko, there is the following correlation: *supercategory – category – subcategory*. *Text supercategory – communicativeness* – serves as an expression for the main typological feature of the verbal whole, representing text both as a system and as a dynamic phenomenon. *Text category* is "an invariant, identical characteristic for all texts that reflects the general and essential features of the verbal whole and focuses text subcategories" (Yeshchenko, 2021: 89). Accordingly, *text subcategory* is defined as an invariant characteristic of text that emphasizes a separate aspect of text category. T. Yeshchenko proposed the concept on analysis of text categories, based on principle of hierarchical subordination: "one category is dependent on another, and, on the one hand, it is endowed with self-sufficiency, and on the other hand, it becomes an organic component of category with higher rank, being related by several or many differentiating features" *(Yeshchenko, 2021: 94)*. The advantage of this concept lies in its integration since the correlated invariant features overlap in text.

3. The text in a pragmatic dimension

Our understanding of the text in terms of pragmatics correlates with the interpretation of the concept of "pragmatics" in modern linguistics. Of course, this concept is very broad, but in the first position of the definition of the concept, A. Zahnitko indicates that pragmatics "studies the nature of language use in human society, the functioning (load and role in communication) of language signs in speech" *(Zahnitko, 2020: 584)*. Let's consider the implementation of linguistic means in modern language practice using the example of a football report as a media text. A football TV report has a fixed amount of time (2 halves, each 45 minutes) and is a complete symbolic structure. The audience of fans of the match decodes the text created by the journalist, taking into account the visual information during the report of the game. Football TV report as a text appears in the field of research as a process and product of oral speech activity.

We explain the signs of football television reporting according to the concept of T. Yeshchenko through a system of text categories. T. Yeshchenko singled out text categories with units of lower subordination in three dimensions: in the plane of semantics; from the perspective of communicativeness, at the level of pragmatics *(Yeshchenko, 2021)*. The textual categories of informativeness, continuum of events and discreteness fall into the plane of semantics (according to T. Yeshchenko). For example, in a live football TV report, informativeness is one of the key categories. The text created by a football commentator must accurately convey information about a football match. Text structures verbalize the following factual indicators:

– "Game Status". The TV commentator outlines the level at which football matches are played. For example: *Якби цей пас пройшов, тоді, дійсно, могли б пакувати валізи і уболівальники Японії, і футболісти, оскільки такі передачі в настільки відповідальному моменті на Чемпіонаті Світу проходити просто не мають права* (MG1, 01.12.22, 21:14).

– "Participants of a football match". At the beginning of the match, operating with focal facts, the commentator informs about the composition of the teams, and during the entire match adds information about the players (often with a historical excursion). For example: *Еквадор нівелював усі ці прогнози і всі ці чутки; продемонструвавши дуже якісний футбол, виграв* (CK, 20.11.22, 20:01).

– "Game process". Text structures explain the course of the match through focal facts about all stages of the game, in particular the offensive actions of the teams: *Хорвати потрошку наближаються до воріт суперника* (MG1, 27.11.22, 18:35); protection of part of the field: *Потенційно мав би бути простір десь там, але Мексиканці встигли накрити і все призупинити на початку* (MG1, 26.11.22, 21:44). The journalist places emphasis on the technical elements of the game: *Слухай, Віні стягнув навколо себе пів команди, якщо ми подивимося зараз* (MG1, 21.02.23, 22:35). In recent years, video assistant referees (VAR) have been used in football, so this procedure is also mentioned in TV reports: *Одного разу рефері вже застосовував допомогу VAR* (MG1, 21.04.23, 23:09).

– "Players". The information about the players provided by the commentator is reflected by text structures built on the basis of focal facts about the positions of football players on the field: *Гільєрмо Очоа, воротар-павук, проти форварда, теж павука-хижака. І чий хижацький інстинкт зараз переможе?* (MG1, 22.11.22, 19:15). Quantitatively, the background facts that reflect the player's experience prevail: *Дуже розумний гравець в центрі захисту, футболіст на піку своїх можливостей. Це якраз Хосе Хіменес* (MG1, 28.11.22, 21:12); player age: *Це те, щоб 39-річний дід грав ногами* (MG1, 21.11.22, 19:49); biographical information: *Дуже цікавий футболіст, із спортивної сім'ї, тато у нього також був футболістом, грав на позиції вінгера, мама – баскетболістка, брат старший (Лука) також професійний футболіст…* (MG2, 22.04.23, 20:05); career features: *Депай з'являється на полі замість Вінсента Янсена, замість гравця, який зізнався, що навіть не мріяв поїхати на Чемпіонат світу, оскільки розумів, що не вдалося йому розкритися в топклубі. І поїхав він, зрештою, далеко, навіть за океан, однак з-за того океану його назад в збірну затягнув Луї Вангал* (MG1, 21.11.22, 19:23).

– "Referees, assistant referees". Mostly there are violations in the matches, the essence of which is highlighted by the journalist: *Ну дуже-дуже сьогодні принципово-педантичний Сампая (бразильський арбітр), все до міліметра вимірює, усім футболістам дає чіткі вказівки, як потрібно грати* (MG1, 21.11.22, 18:33).

– "Coaching staff". *І Бету ось таким чином похнюпився, зрозуміло, що тренера корейської збірної це не влаштовує* (CK, 02.12.22, 17: 05).

– "Fans". When commenting on the match, the journalist notes where the fans were located in the stands, how they behave while watching the match: *Як завжди гучна, яскрава підтримка у будь-якої африканської збірної. Але сенегальці, мені здається, тут можуть фору дати будь-кому* (MG1, 04.12.22, 21:19).

– "Game conditions". The journalist comments on the weather conditions, the quality of the football field, for example: *Газон сьогодні не надто приємний для обох команд* (MG1, 05.04.23, 22:34).

– "Football news". This indicator mainly includes information on the transfer of team players: *Будемо чесно казати, ми нормально ставимося до Михайла Мудрика, але, якщо б його не розкручували, і всі шалені гроші за нього б не дали* (MG1, 21.02.23, 22:30).

T. Yeshchenko *(Yeshchenko, 2021)* attributes the textual categories of anthropocentricity and dialogicity to the level of communicativeness. For example, dialogicity is an integral category of the text that reflects the two-vector interaction during the dialogue (the coherence of replicas, situational dependence). Note that in recent years, two journalists are sometimes involved in the process of football commentating. It is in such broadcasts that textual structures that verbalize dialogicity can be clearly traced. For example, the commentator appeals to his partner when considering the situation on the football field: *Я тобі хочу сказати, що якщо думати ще про дві заміни, які залишилися у Леонеля Скалоні, і говорити про атаку, то там, насправді, лише два варіанти* (MG1, 22.11.22, 13:27). We observe the emphasis of the statements of his colleague regarding moments of the game that could have been overlooked by the audience: *Ну ти правильно помітив, Тамбакті у другому таймі взагалі, скажімо так, з п'ятої точки не встає* (MG1, 22.11.22, 13:28). Dialogue cues reflect an emphasis on a moment that has gone unnoticed, but has an important impact on the game: *Зверни увагу, як Саудівська Аравія розтягнула збірну Аргентини, що збірна Аргентини починає грати довшими передачами* (MG1, 22.11.22, 13:44). In the comments, not only the author's (commentator's) «self» functions, but also the collective «self», in particular in the address to the audience: *Ми вам казали, що у нас, насправді, дуже солідна група С* (MG1, 22.11.22, 13:45).

The textual category of modality falls into the plane of pragmatics (according to T. Yeshchenko). It has a more detailed gradation through a system of subcategories: referentiality, expressiveness, emotionality, axiological. Without a doubt, these are the inherent characteristics of live football TV report. For example, when commenting, a journalist constantly follows an axiological scale with polar markers "+" and "–". The use of positive evaluation as a whole is aimed at creating a positive emotional background of the report. So, for example, the commentator notes the invaluable contribution of one of the football players to the success of the whole team: *Альмез Алі, звичайно, – це один із ковалів успіху Фелікса Санчеса і його команди, зокрема, на кубку Азії 2019 року* (СК, 20.11.22, 19:39). Emotional and evaluative approval of the actions of the entire team is also common: *Ну а Еквадор куражиться, Еквадор просто ганяє свого суперника, як білку в колесі і, по суті, просто дограє цей поєдинок* (СК, 20.11.22, 19:58). The most frequent, in our opinion, is the use of a positive text structure to indicate individual actions that have a significant impact on the course of the match: *Нападник португальського «Порто» знаходить шпарину в штрафному майданчику Англії* (MG1, 21.11.22, 16:35).

We observe a great variability of language means for expressing the negative characteristics of the football game. For example, the commentator expresses unpleasant surprise at the results of the team, which was considered the favorite, but could not get into the group stage of the tournament: *Італія примудрилася з першого місця рейтингу ФІФА не пройти кваліфікацію* (СК, 20.11.22, 19:28). The journalist conveys the hopeless situation of the team, which has no chance of victory and is doomed to defeat: *Уявляєте собі, команда горить 0:2 і, до того ж, тебе тягають по футбольному полі, не даючи продихнути, не даючи навіть перехопити м'яч* (СК, 20.11.22, 19:57). The commentator openly criticizes the actions of the defenders, who could not stop the attacker: *Стерлінг вперто стояв на ногах, я сказав би так, Сака зайшов у штрафний, два суперники були перед ним, але вони імітували відбір, вони не забирали м'яч* (MG1, 21.11.22, 16:32). In order to verbalize the assessment in direct speech, the journalist is forced to use the semantic and stylistic variety of linguistic means to the fullest. At the same time, it gives them an original form of expression and emphasizes the semantic load.

4. Conclusions

A look at the text in a categorical dimension attests to a change in definitions, an expansion of the interpretation of the concept. Linguists differentiate text and discourse, study the text in semantic, grammatical, pragmatic-communicative and structural planes, study the categorical organization of the text. In addition to written texts, oral texts also attract the attention of scholars.

The analysis of the text as an object of linguistic research in a pragmatic dimension is presented on the material of an oral text – a football television report. Football live television reporting appears as a process and product of oral communication addressed to a multi-million audience of game fans. The features of the football television report as a text are explained through a system of text categories with units of a lower hierarchy (according to the concept of T. Yeshchenko) in three dimensions: from the perspective of semantics, from the perspective of communicativeness, at the level of pragmatics. In the plane of semantics, the analysis of the key category of informativeness proved a wide range of textual structures for expressing the following factual indicators: "game status", "participants of a football match", "game process", "players", "referee, assistant referee", "coaching staff", "fans", "game conditions", "football news". The study of football TV report from the perspective of communicativeness turned out to be indicative through the category of dialogicity, which reflects two-vector interaction during the dialogue in the process of commenting (coherence of cues, situational dependence). The analysis of direct football commentary at the level of pragmatics through the category of axiologicality highlighted the verbalization of the axiological scale with polar markers "+" and "–". In general, we state that the correlation of text categories of different dimensions (from the perspective of semantics, communicativeness, and pragmatics) serves as a text-constitutive factor. We see the perspective of our research in the study of texts of various genres and speech styles.

References

1. Barannyk, D. KH. (2000). Ukrainska mova. Entsyklopediya [Ukrainian language. Encyclopedia]. Kyiv : Ukrainska entsyklopediia [in Ukrainian].
2. Batsevych, F., & Kochan, I. (2016). Linhvistyka tekstu: pidruchnyk [Linguistics of the text: a textbook]. Lviv : LNU imeni Ivana Franka [in Ukrainian].
3. Greshchuk, V., & Greshchuk, O. (2022). Slovotvir i tekst: monohrafiya [Word work and text: a monograph]. Ivano-Frankivsk : Prykarpatskyi natsionalnyi universytet imeni Vasylia Stefanyka [in Ukrainian].
4. Denyskina, H. O. (2005). Strukturni i komunikatyvni parametry zhanru vilnoho interviu (na materiali teleperedach 2000–2004 rokiv) [Structural and communicative parameters of the free interview genre (on the material of television programs of 2000–2004)]. Candidate's thesis. Kyiv [in Ukrainian].
5. Yeshchenko, T. A. (2021). Fenomen khudozhnoho tekstu: komunikatyvnyi, semantychnyi i prahmatychnyi aspekty: monohrafiya [The phenomenon of artistic text: communicative, semantic and pragmatic aspects: monograph]. Lviv: Lvivskyi natsionalnyi medychnyi universytet imeni Danyla Halytskoho [in Ukrainian].
6. Zahnitko, A. (2020). Suchasnyi linhvistychnyi slovnyk [Modern linguistic dictionary]. Vinnytsia: Tvory [in Ukrainian].
7. Ricœur, P. (2002). Intelektualna avtobiohrafiia. Liubov i spravedlyvist [Intellectual autobiography. Love and justice]. Kyiv: Dukh i litera. Retrieved from: https://shron1.chtyvo.org.ua/Riceur_Paul/Intelektualna_avtobiohrafia.pdf?PHPSESSID=6mf77sevtc55b07n23734ofjg3 [in Ukrainian].
8. Selivanova, O. O. (2008). Suchasna linhvistyka: napriamy ta problemy: pidruchnyk [Modern linguistics: directions and problems: a textbook]. Poltava : Dovkillia-k [in Ukrainian].

THE USE OF GPT CHAT AMONG STUDENTS IN UKRAINIAN UNIVERSITIES

Olena Stepanenko

Candidate of Pedagogic Sciences, Assistant Professor, Educational and Scientific Institute of Philology of Taras Shevchenko National University of Kyiv, Ukraine
e-mail: steplena777@gmail.com, orcid.org/0000-0003-0598-6473

Olga Stupak

Senior Lecturer at the Department of Psychology, Philosophy and Social-Humanites Studies, Admiral Makarov National University of Shipbuilding, Ukraine
e-mail: stupako428@gmail.com, orcid.org/0000-0001-7846-1489

Summary

The authors of the article analyzed the issues of using the GPT chat in the process of training students of the State University of Telecommunications, Taras Shevchenko National University of Kyiv and Admiral Makarov National University of Shipbuilding. It is noted that the digital revolution 4.0 is accelerating in all areas of activity, and education is no exception; all of humanity is discovering how to use these systems and intelligent machines to improve human capabilities.

The response of educational institutions around the world has been controversial, from restricting student access to Chat GPT to adopting the technology and using it to improve assessment and training original thinking among students. To conduct the research, the authors developed questionnaires in Google Form to determine the level of use of the GPT chat by students during training; its impact on the development of their skills and competencies and the attitude of the applicants to the concept of academic integrity in the context of using AI tools.

According to the results of the survey, it can be stated that students widely use chat bots in the learning process, they believe that teachers should use AI tools when conducting classes, and some students noted that they had their papers returned due to plagiarism, through the use of chat bots.

The authors found that open educational systems have radical changes; can use the power of artificial intelligence tools like ChatGPT to optimize teaching, learning and educational management, which are the three irreplaceable pillars of every successful educational institution.

Key words: innovation, digitalization, educational process, artificial intelligence, plagiarism.

1. Introduction

The use of artificial intelligence (AI) as part of technological progress is facilitating the world of education and learning. Many artificial intelligence-based systems are often used in educational institutions in Ukraine, such as voice assistants, innovative content, smart classrooms, automatic assessment, and personalized, adapted learning. Most of the users of

these systems in Industrial Age 4.0 are Gen Y, Z, and Alpha *(Rudolph, 2023)*. These generations are known as digital natives who understand computers and the Internet better than previous generations, so the use of AI tools is quite typical for them. Therefore, the main task of educators is to make changes in their education system to increase the competitiveness of graduates in the competitive struggle, to teach them to think critically, creatively and be able to cooperate.

2. Analyzing the publication of scientific sources

Research related to the use of artificial intelligence in education can be found in the works of domestic scientists O. Spirin, L. Kartashova, V. Glushkov, T. Brovchenko, O. Humennyi, A. Matviichuk, N. Volkova and others. Among foreign scholars, we can mention A. Samuel, W. Pitts, A. Turing, D. McCarthy, N. Wiener, P. Vinson, W. McCulloch, and others. Many researchers who have studied the problem of artificial intelligence believe that achieving medium-level success in this area will affect the daily life of all segments of the population around the world. According to Bozik, ChatGPT is a powerful tool that has the potential to transform the way we interact with technology, enabling more natural and intuitive communication between humans and machines. It is already being used in a variety of applications, including customer service chatbots, language translation tools, and virtual assistants, and its use in education is also being explored as a way to enhance student learning and engagement *(Božić, 2023)*.

The purpose of our study is to provide a detailed understanding of the appropriateness of GPT use among stakeholders such as teachers, university administrators, and students, as well as to analyze the specifics of GPT use in Ukrainian higher education institutions.

3. The role of GPT chat in education

Educational technology as an industry is growing exponentially and is valued at nearly $90 billion. in 2020; at a projected rate, it will grow by 20% annually by 2028. Industry experts predict continued growth in artificial intelligence tools; widespread use in education of AR and VR-integrated educational technology products in the coming years, the widespread adoption of GPT chat *(Duff, 2020)*.

The use of artificial intelligence tools in academia is currently a hot topic in educational field, although it raises concerns about academic integrity and plagiarism. The appearance of ChatGPT in November 2022 almost instantly sparked a technological panic about the impact of artificial intelligence (AI) on education.

Generative Pre-training Transformer-GPT, or Chat GPT, a generative language model which is based on the "transformer" architecture. These models can handle a lot of text and learn to do tasks that involve natural language processing very well. In particular, the GPT-3 model has 175 billion parameters, which makes it the biggest language model ever trained. GPT needs to be "trained" on a lot of text before it can work. For example, the GPT-3 model was trained on a set of text that had more than 10 billion words and more than 8 million documents. From this text, the model learns how to process natural language and write well-structured text. Reinforcement learning, which is based on human feedback, is used to train this model. In the end, by fine tuning under supervision. The people training the artificial intelligence had conversations where they were both the user and the AI assistant. There were also written suggestions given to the coaches to help them write their proposals. So, they combined this new dataset with the Instruct GPT dataset, which had been turned into a dialogue format. Once the model has been well trained, GPT can be used to do a wide range of tasks *(Haida, 2022)*.

Today, the digitalization of education and science and the use of artificial intelligence tools, including ChatGPT, in education is a top priority that will enable the rapid and efficient development of the digital society in Ukraine. Legislative documents at the state level confirm the relevance of this issue: "Digital Agenda of Ukraine – 2020", "Ukraine 2030E – a country with a developed digital economy", "Education 4.0; Ukrainian Dawn", etc.

4. GPT chat: advantages, risks, Academic dishonesty, plagiarism

Technological progress has made it possible to master and use effective technologies in the teaching and learning process. During the pandemic, educational technologies turned from an advantage into a necessity for all educational institutions, which continue to use distance and blended learning methods to this day.

Artificial intelligence tools are increasingly being used in industry, and if we want graduates to have the skills they need for employment, it is important to teach them how to use artificial intelligence tools responsibly, as they are likely to encounter them at work. GPT can be considered a student-centered tool because students can use it to improve their deep learning, critical thinking, and writing skills. It is worth noting that GPT has numerous applications in the educational environment in terms of its use by teachers, pedagogues and pedagogical and scientific staff.

This helps reduce the workload on teachers by automating tasks such as writing lesson plans, developing notes, creating questions for quizzes/tests, evaluating students' success, creating classes, etc. GPT can assist educators in writing and updating their learning objectives based on learners' needs and interests. Additionally, GPT can generate reports for HEI administrations that summarize students' success and identify their strengths and weaknesses, enabling administrations to proactively support student learning.

To sum up, integrating GPT into the educational process can significantly reduce the workload for teachers and allow a better focus on the individual needs of each student.

However, there are a number of risks associated with using GPT. According to the authors, one of the most important is academic dishonesty. Plagiarism in the academic environment threatens the veracity of any discipline. However, estimating the actual prevalence of plagiarism is difficult due to the sensitive nature of free admission of factual wrongdoing.

In the Fundamental Values of Academic Integrity of the International Center for Academic Integrity at the Rothland Institute of Ethics (USA), the concept of academic integrity is defined as the commitment of the academic community to values, namely: respect, trust, honesty, justice, responsibility, courage *(Fishman, 2012)*.

The ChatGPT chatbot can generate student work, such as essays, term papers, and theses, as well as answers to exam questions. This is a cause for concern among educators around the world, as students may stop doing their homework on their own, which requires a rethinking of the exam system and its evaluation. The issue of combating plagiarism has become a very acute one for Ukrainian education in the twenty-first century. A new challenge is a chatbot that generates plagiarism-free student papers. It paraphrases the information it finds, thus avoiding easily detectable borrowings. This will require a rethinking of the standard system of knowledge testing and assessment. To counteract the new technology, developers have already created GPT Detector. However, this model is not perfect, so it cannot be relied upon completely *(Haida, 2022)*.

Based on the above, it can be noted that the use of ChatGPT can help improve the efficiency of time use, but the use of information technology cannot completely replace the human role. For example, the assessment process should involve interaction between teachers

and students in order to gain a deeper understanding of students' thoughts and ways of thinking. In the digital world, the choices for using technology are almost limitless: HEIs that have made a decisive strategic choice and embraced it within their community will succeed in their digital transformation.

5. Results of the study

For our study, the respondents were students of the State University of Telecommunications, Taras Shevchenko National University of Kyiv, and Admiral Makarov National University of Shipbuilding.

When developing the questionnaire, the authors focused on the peculiarities of using AI and the application of ChatGPT in the context of academic integrity. The authors define academic integrity as the expectation of and commitment to the values of courage, justice, honesty, responsibility, respect, and trust that underlie ethical decision-making in teaching, learning, research, and the advancement of knowledge *(Hearn, 2020)*. According to this definition, concepts such as ethics, integrity assurance, and research integrity also reflect an understanding of academic integrity.

A total of 120 students aged 21-23 took part in the survey, including 48% women and 52% men. The authors developed a Google Form survey to determine the level of use of GPT chat by students during their studies; its impact on the development of their skills and competencies; and the attitude of students to the concept of academic integrity in terms of using AI tools.

Research methodology: data collection by conducting a survey among university students who use the GPT chatbot system; analysis of the data obtained, use of statistical methods to evaluate the results of the study.

The survey results are presented in Fig. 1.

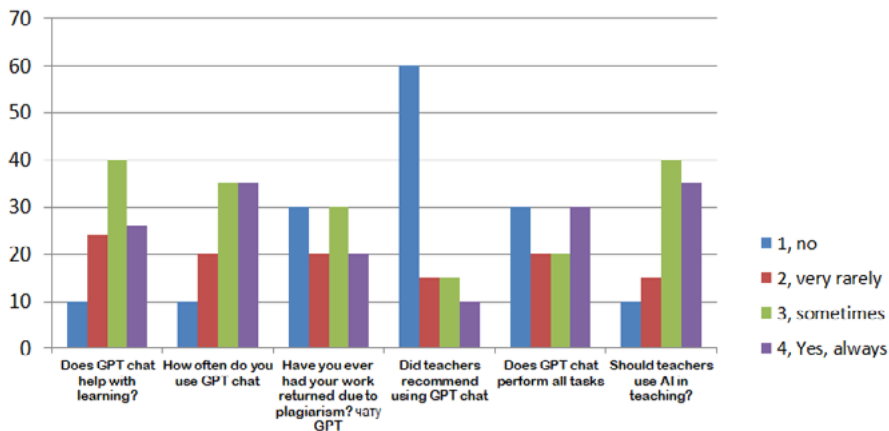**Fig. 1. Respondents' answers about their use of GPT chat in the learning process**

The students of the State University of Telecommunications, Taras Shevchenko National University of Kyiv, and Admiral Makarov National University of Shipbuilding had to answer six questions in the survey and rate them on a 4-point scale: where 1 point means no, never; 2 points means very rarely; 3 points means sometimes; 4 points means yes, always.

According to the survey, students widely use chatbots in the learning process (66%), and believe that teachers should use AI tools in their classes (a total of 40% of students gave a 3-point rating and 35% gave a 4-point rating). Only 10% of respondents said that they do not use chatbots, and 30% said that GPT chat does not fulfill all the tasks assigned to it. 60% of respondents said that their professors do not recommend using GPT chat, while 20% said that they had had their papers returned due to plagiarism because of the use of a chatbot. The next stage of the study was an open survey where students had to indicate the risks that they believe GPT chatbot use entails. Here are the most common answers:

– Gives incorrect and biased results.
– It's easy to write a text paper with a chatbot, but difficult to complete technical tasks.
– It does not always provide up-to-date information.
– Impossibility to check the veracity of the information it generates.

The third stage of the study was to determine the level of plagiarism through the use of ChatGPT. The applicants were given 2 tasks: one was to write a 1-page text message on a given topic in English; the other was to complete a technical task – to make a calculation for a future term paper using ChatGPT. The anti-plagiarism check was performed using the GPT-2 Output Detector service and gltr.io. The results of the check are shown in Fig. 2.
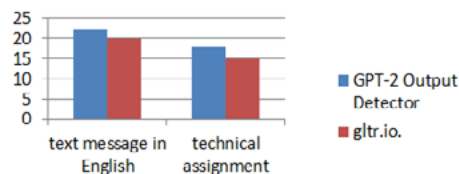
Fig. 2. Checking applicants' works for plagiarism using artificial intelligence tools

The authors calculated and derived an average indicator for the result of the work performed: a text message in English and a completed technical task. In both cases, the anti-plagiarism software demonstrates similar mathematical expectation values. The GPT-2 Output Detector program gives only a 22% probability of artificial intelligence intervention when writing a text assignment and 18% when completing a technical task. In turn, the gltr.io program gave a 20% probability of artificial intelligence interference when writing a text task and 15% when completing a technical task. It is worth noting that when checking these works, the teachers found the following shortcomings, namely: repeated words and sentences were used in the writing of the text assignment, the structure of the text was similar for the vast majority of applicants, the sentences were quite simple; some works had a special focus that was repeated, that is, the descriptions themselves looked like a paraphrased version of another. There was hardly any personal opinion in the text, mostly well-known facts were reflected. Summarizing the above, the authors note that no matter how exciting ChatGPT may seem at first glance, users realize that it is still in its infancy. It is very important for students to have someone to observe and guide them during their studies, so the responsibilities of humans and machines complement each other.

6. Conclusions

The use of AI-based technologies is changing the paradigm in higher education infrastructure. When educational systems are open to such radical change, they will be able to leverage the power of artificial intelligence tools like ChatGPT to optimize teaching, learning, and educational management, which are the three indispensable pillars of every thriving educational institution. In general, while students can benefit from ChatGPT, they need guidance on how to use it in order to fully understand a particular topic, think logically, and evaluate the performance of the GPT when performing certain tasks. ChatGPT is undoubtedly a powerful tool that is already changing established stereotypes about education.

References

1. Chykurova O., Boiaryshcheva T., Herych M., Kviatkovska A., Tymoshchuk O . (2022). Aplicación de las tecnologías de la información en el proceso educativo bajo la ley marcial. Apuntes Universitarios. 13(1), 224–242. doi.org/10.17162/au.v13i1.1325 [in Spanish]
2. Duff C. (2020). You Need to Know About Education Technology. URL:https://resources.owl-labs.com/blog/education-technology (date of application 11.06.2023) [in English]
3. Hearn A. (2020). ChatGPT AI bot wows scientists with essay writing skills and usability. The Guardian. URL: https://www.theguardian.com/technology/2022/dec/04/ai-bot-chatgpt-stuns-academics-with-essay-writing-skills-and-usability [in English]
4. Fishman T. (2012). The Fundamental Values of Academic integrity (2nd edition). International Centre for Academic integrity Clemson University. URL: http://Academicintegrity.org/icai/assets/AUD_ integrity_Quotes. Pdf. [in English]
5. Rudolph J., Tan S., Tan S. (2023). ChatGPT: Bullshit spewer or the end of traditional assessments in higher education. Journal of Applied Learning and Teaching. 6(1) [in English]
6. Rousseau H. (2023). From gutenberg to chatGPT: the challenge of the digital university. https://cirano.qc.ca/files/publications/2023RB-02.pdf (date of application 12.06.23) [in English]
7. Haida S. (2022). ChatGPT: a challenge or new opportunities for university education (first steps of the TMVD Department in the use of artificial intelligence). URL: https://nltu.edu.ua/index.php/novyny/item/1568-chatgpt-vyklyk-chy-novimozhlyvosti-dlia-universytetskoi-osvity-pershi-kroky-kafedry-tmvd-u-vykorystannishtuchnoho-intelektu [in English]
8. Božić V. (2023). GPT chat and education. URL:https://www.researchgate.net/profile/Velibor-Bozic-2/publication/369926506_Chat_GPT_and_education/links/64350844ad9b6d-17dc4d3a79/Chat-GPT-and-education.pdf (date of application 14.06.23) [in English]

DOMINANTES LINGUISTIQUES ET CULTURELLES EN TANT QU'ÉLÉMENTS DU CONCEPT «FEMME RÉUSSIE»

Zhanna Ternova

responsable du laboratoire «Civilisation» au Département de philologie romano-germanique,
Université nationale de Dnipro Oles Honchar, Ukraine
e-mail: 0811janna@gmail.com, orcid.org/0000-0002-7342-4555

Annotation

L'actualité de l'article proposé est déterminée par le fait que l'un des aspects importants de l'étude de la littérature nationale à travers le prisme de la théorie du genre est la représentation artistique de la femme en tant que sujet de création culturelle et porteuse d'un ensemble complexe d'idées culturelles. *La nouveauté* scientifique de la recherche présentée réside dans le fait qu'elle tente d'envisager les signes de réussite du genre à travers le prisme des concepts culturels retrouvés dans les œuvres d'art de la fin du XXe et du début du XXIe siècle. Par conséquent, *le but* de l'article est de présenter le concept culturel de «femme qui réussit», qui est réalisé à l'aide de certaines dominantes culturelles, telles que «l'argent», la «beauté» et le «glamour». *La méthodologie* de la recherche de ce concept consiste dans le fait que le concept de «femme qui réussit» est considéré comme une formation mentale et verbale multidimensionnelle, qui contient au moins trois composantes: conceptuelle, figurative et corporelle-symbolique, dont chacune est étudiée à l'aide de l'analyse linguistique et culturelle et de l'interprétation conceptuelle.

L'examen des principales dominantes culturelles de la conscience ethnique ukrainienne a démontré que le champ associatif du concept de «succès/réussite» contient les éléments suivants: *carrière, popularité, beauté, argent, amour, glamour*. Le succès des femmes basé sur le matériel de la prose en langue ukrainienne de la fin du XXe – début du XXIe siècle s'accompagne et se précise toujours dans l'espace conceptuel de ces concepts dont chacun est conditionné par une conscience mythologique, archétypale, mondaine et sociale. Au sein de ces concepts, on observe l'identification de composantes sémantiques communes et l'axiologie de nature subjective et collective.

Mots clés: concept culturel, réussite, femme qui réussit, sémantique associative, argent, beauté, glamour.

1. Introduction

Le conditionnement ethnoculturel du langage est un signe ontologique de la perception psycho-émotionnelle d'une femme qui réussit comme celle qui a à sa «disposition» tout ce qui est précieux pour cette culture, sur laquelle le lecteur s'appuie pour évaluer telle ou telle héroïne comme réussie ou non. *L'actualité* de l'article proposé est déterminée par le fait que l'un des aspects importants de l'étude de la littérature nationale à travers le prisme de la théorie du genre est la représentation artistique de la femme en tant que sujet de création culturelle et porteuse d'un ensemble complexe d'idées culturelles. *La nouveauté* scientifique de la recherche présentée réside dans le fait qu'elle tente d'envisager les signes de réussite du genre à travers le prisme des concepts culturels retrouvés dans les œuvres d'art de la fin du XXe et du début du

XXIe siècle. Par conséquent, *le but* de l'article est de présenter le concept culturel de «femme qui réussit», qui est réalisé à l'aide de certaines dominantes culturelles, telles que «l'argent», la «beauté» et le «glamour». *La méthodologie* de la recherche de ce concept consiste dans le fait que le concept de «femme qui réussit» est considéré comme une formation mentale et verbale multidimensionnelle, qui contient au moins trois composantes: conceptuelle, figurative et corporelle-symbolique, dont chacune est étudiée à l'aide de l'analyse linguistique et culturelle et de l'interprétation conceptuelle.

2. Compréhension du concept «SUCCÈS / REUSSITE» dans la culture linguistique ukrainienne

Le concept de «succès» est très important pour toute culture, car une action appropriée implique l'évaluation de sa performance. Le contenu de ce concept consiste en une évaluation positive de la mise en œuvre des efforts pour atteindre un objectif.

Au premier niveau de la perception axiologique du sujet comme «réussi», la sémantique associative se manifeste dans le concept de «satisfaction» (morale, matérielle, etc.) à la suite des efforts fournis.

Au niveau secondaire de la perception axiologique du sujet comme réussi dans les unités de mesure de l'expérience collective, le sujet est considéré comme «réussi» si la sémantique associative liée à l'approbation sociale des résultats des efforts appliqués.

Ainsi, nous pouvons formuler les principaux critères pour mesurer le concept de succès, qui sont présents dans la conscience ethnique du peuple ukrainien et qui peuvent être pleinement appliqués à l'étude du «succès féminin» sur le matériel de la prose en langue ukrainienne de fin XXe – début XXIe siècles.

Tableau 1

Critères de mesure du modèle culturel de «succès» dans la conscience publique ukrainienne

Éléments actifs de la description	Niveaux axiologiques	Les particularités de l'actualisation verbale
Le sens personnel de l'efficacité par le *sujet*	Primaire plaisir ne pas tenir compte de l'avis des autres confiance dans le succès confiance dans la justesse récompense morale récompense financière	• le caractère métaphorique de la description, qui fait appel aux archétypes et aux codes culturels • actualisation des modèles archétypaux au détriment des psychotypes comme composantes du modèle linguistique et culturel
Prise de conscience du sujet comme réussie à partir de *l'expérience collective*	Secondaire approbation publique le désir d'être semblable empathie sympathie	

Notons que le degré de réussite est un concept mesurable, la taille des obstacles est un critère de la taille du succès et de ses composantes individuelles.

Sur la base des définitions du dictionnaire et du matériel linguistique, il est possible d'établir les spécificités suivantes de la compréhension du concept de succès dans la culture linguistique

ukrainienne et de distinguer les dominantes culturelles qui prévalent dans la conscience du peuple ukrainien et leur présence dans la prose de la fin du XXe – début du XXIe siècle. Nous présenterons la compréhension conceptuelle du «succès» dans la conscience ethnique des Ukrainiens, en l'illustrant avec des expressions parémiques disponibles dans la langue ukrainienne.

Tableau 2

**La perception conceptuelle de la «réussite / absence de la réussite»
dans la dimension culturelle de la conscience du people ukrainien**

Progrès	Echec	Parémies illustratives
1) une conséquence positive des efforts	l'absence de résultat positif des efforts déployés	qui se lève tôt, donc Dieu donne / la chance ne vient pas toute seule, elle est apportée par la main
2) chance	malheur, absence de la chance	la chance nous a souri aujourd'hui №
3) don naturel, chance, talent	incompétence	le talent travaille, le génie crée, à qui on donne beaucoup, on demandera beaucoup
4) approbation / admiration du public pour le résultat obtenu	infamie	la gloire vient à celui qui est rempli d'un rêve / la gloire est un petit morceau de sucre dans un verre de thé
5) un résultat positif dans une opération militaire, une victoire	défaite	la victoire ne vole pas dans les airs, mais est atteinte à la main

Par conséquent, la verbalisation du concept de «succès» féminine conduit à la nécessité de résoudre des problèmes liés au langage, à la pensée, à la cognition et à la culture, dont l'étude s'appuie sur les méthodes de la linguistique textuelle, de la sémiotique, du cognitivisme et des études linguistiques et culturelles. Dans les sections suivantes, les principales caractéristiques linguistiques et conceptuelles des images féminines dans la fiction ukrainienne de la fin du XXe et du début du XXIe siècle seront identifiées et décrites et l'on propose une description des dominantes culturelles telles que l'argent, la beauté et le glamour, qui sont des composantes du succès féminin.

3. L'argent

La culture linguistique ukrainienne se caractérise par l'accent mis sur la présence de l'ARGENT, qui a été utilisé pour atteindre l'objectif. L'argent, le soutien matériel est une dominante culturelle, qui est l'une des plus répandues dans la conscience mentale d'une femme ukrainienne. Le concept d'argent et les signes linguistiques qui le représentent occupent des positions prioritaires dans l'image linguistique du monde des Ukrainiens, en tant que porteurs de valeurs importantes pour l'individu. L'attitude des Ukrainiens envers l'argent a été étudiée par T. Malinovska dans l'article «Le concept d'ARGENT dans l'image ukrainienne du monde» *(Malynovska, 2010: 75–84)*. Deux énoncés cognitifs qui traduisent le rôle que joue l'argent pour une femme qui réussit appartiennent à l'image langagière de la période étudiée:

1) l'argent permet à une femme d'être indépendante, par exemple : – *А я нічого не боюсь! – блиснула вона своїми відьомськими очима. – **Коли в жінки є гроші, за які вона може купити все на світі, вона вже не знає страху.** Ну, Ягнич, ну, звір, і варвар, і одоробало, і... Але з нього сипляться гроші, як з отого грального «однорукого розбійника»*

при виграші. *Я рвонула важіль і виграла, і гроші сипляться на мене, як град з літньої хмари, і я тепер доскочу, чого хочу, а хочу, то й перескочу* (Zahrebelnyi, 2002: 89).

Cet énoncé appartient à des universaux conceptuels qui n'ont pas de caractéristiques de genre, et on peut donc affirmer qu'il fait partie du champ conceptuel universel de l'humanité: *l'argent donne l'indépendance*. Cette déclaration implique un autre concept culturel qui est précieux pour les femmes ukrainiennes – *être indépendantes*.

2) pour bien travailler – pour bien gagner, par exemple: *Механізм такий: ти гарно працюєш, стараєшся, клієнти проникаються довірою до тебе і починають рекомендувати іншим. Руслана – найбільш успішна з тутешніх українок – таким чином надбала за рік стільки клієнтів, що змушена була віддавати їх іншим дівчатам – не встигала. А грошей заробляла більше, ніж її чоловік на будові, хоч там зарплати дай Боже* (Drachkovska, 2004: 12).

Dans l'exemple donné, l'axiologie subjective d'une femme satisfaite des résultats pratiques de sa propre activité est réalisée par (*гарно працюєш, стараєшся*) et gains matériels par (*грошей заробляла більше, ніж її чоловік на будові*). La signification sociale et collective des efforts qu'elle a déployés se manifeste dans la reconnaissance publique de ses réalisations, la popularité qu'une femme a acquise grâce à son travail (*клієнти проникаються довірою і починають рекомендувати іншим*). Ainsi, le concept de succès d'une femme est réalisé dans le passage donné non seulement au détriment du concept de l'«argent», mais aussi au détriment du concept de «popularité/renommée», qui sont tous deux des manifestations de succès/réussite (argent – matériel et popularité – morale).

Les exemples qui illustrent cette déclaration cognitive mettent en évidence non seulement l'attitude d'une femme vis-à-vis de l'argent, mais aussi sa psychologie, la mentalité d'une femme ukrainienne qui compte principalement sur elle-même.

Par conséquent, le concept de «l'argent» en tant que dominante culturelle, qui est présent dans le cercle conceptuel du «succès», constitue une part importante (22%) dans les contextes recherchés des œuvres artistiques de la période étudiée et est un élément clé de champs lexico-sémantique «Métier → soutien matériel».

Ces deux déclarations reflètent les orientations morales et de valeurs des femmes à la frontière des 20e et 21e siècles dans leur attitude envers à l'argent.

4. Beauté

Le concept de «BEAUTÉ» occupe une place importante dans l'image axiologique du monde des différents peuples. La beauté est une partie intégrale et, dans une plus ou moins grande mesure, un aspect essentiel de toutes les formes d'activité humaine *(Matvienko, 2017: 32)*. Selon S. Krylova, la beauté est une valeur fondamentale de l'existence personnelle et sociale d'une personne: «La question de la beauté est l'archétype de l'existence humaine dans la culture, ce qui détermine son actualité pour toutes les époques et sociétés historiques» *(Krylova, 2019: 11)*.

Le thème de la beauté n'a pas besoin de beaucoup de preuves, il est réduit à un succès absolu, dépourvu de toute transitivité, puisqu'il suffit de dire «beau», comme si rien d'autre n'avait d'importance (par exemple, «malchanceux en amour»). La rhétorique de la beauté est une verbalisation de la réussite féminine naturelle, dénuée d'éléments indésirables (stupide, triste, a mauvais caractère, mais «belle»). Être belle, c'est rendre le monde plus beau, la nature, les choses et les femmes s'y conjuguent, comme partie intégrante de l'univers. Les épisodes avec de belles femmes sont réduits à un sentiment – rare, subtil et à la fois poignant, où se conjuguent le don naturel, le plaisir et la transformation du monde qui l'entoure:

*…красуня й розумниця, ох як їй пасували «по-молодицьки» вив'язані тернові хустки з випущеними поверх кожушка тороками – рум'янець на розложистих вилицях, як яблуко-циганка, гостренький, мишкуючий носик, складені чирвою вустонька, суцільна цитата з фольклору, **жива ілюстрація до Гоголівської «Ночі перед Різдвом»** (Zabuzhko, 2014: 89).*

Notons que le concept de «beauté» est un phénomène exclusivement positif dans l'esprit humain, qui, en même temps, a des différences de genre. En tant que concept étiqueté positivement, il est très souvent associé aux femmes. Le marquage de genre du concept de beauté se révèle dans le fait que dans l'image ukrainienne du monde, tout d'abord, du monde de l'extérieur est associé à une femme. La perception d'une femme comme belle est généralement liée non seulement à son apparence, mais aussi à ses traits de caractère inhérents ou à l'attitude favorable de ceux qui l'entourent, par exemple: *Пояснюю докладніше: **щоби бути жінкою, потрібно мати вроду**. Інакше ти не жінка, а непотріб. Згадай, що передусім характеризує усіх героїнь казок – врода. Відьми, мачухи, дурні сестри Попелюшки – страшні й огидні. А **усі принцеси – красиві, а отже добрі й працьовиті** (Prutkova, 2012: 56).*

Parfois, un mauvais destin féminin, qui est décrit de manière assez pessimiste, est compensé par une belle apparence, par exemple: *Он Тетяна – гидка, аж далі нікуди, а прагне тихого щирого щастя. І доб'ється свого, допоможи їй Боже! А **я вродлива, успішна, забезпечена, життям бита-перебита** – і наламала дров?! Ой, дурна, ой ненормальна! (Ovsiannykova, 2008: 32).*

En fait, il s'agit d'une certaine contradiction conceptuelle entre les deux modèles culturels existants dans lesquels la femme ukrainienne existe: «pour être heureuse, il faut être belle», cependant, «même si tu es très belle, tu ne seras pas toujours heureuse», car le «bonheur d'une femme ukrainienne» ou sa «chance» appartient à la sphère du destin et n'appartient pas directement à la sphère des réalisations personnelles. Par conséquent, des autres concepts culturels – **le bonheur** et **la chance**, contrairement au succès professionnel qui, dans l'image conceptuelle du monde, dépend entièrement de la femme, appartiennent à la sphère du destin.

Ainsi, le succès féminin est presque toujours décrit dans le champ conceptuel de la beauté 30%. La beauté pour une femme ukrainienne est l'une des valeurs les plus élevées, mais en même temps, ce n'est pas la garantie d'une vie personnelle heureuse. Les idées courantes des Ukrainiens sur la beauté féminine se limitent à reconnaître la beauté physique même en présence de défauts moraux ou d'une vie personnelle malheureuse. Parfois, il y a un contraste entre la beauté intérieure et extérieure en présence de la beauté extérieure.

5. Glamour

Ukrainienne de la fin du 20e et du début du 21e siècle est une femme contemporaine et moderne. Elle n'est pas étrangère aux derniers phénomènes de la culture de masse. La femme ukrainienne est «GLAMOUR».

Comme le note K. Tochilov, «dans le système moderne d'orientation des valeurs, il y a une tendance constante à renforcer l'influence du phénomène du glamour». La domination esthétique du «monde glamour» – le monde de la «brillance brillante», sorte de simulacre esthétique des valeurs traditionnelles – est particulièrement évidente dans la culture de masse moderne. À cet égard, la question de la spécificité essentielle du glamour comme l'une des formes modernes d'esthétisation de la vie a été mise à jour» *(cite d'après Bezugla, 2013: 223)*. Le glamour, l'esthétique glamour, les valeurs glamour, la presse glamour sont des phénomènes et des concepts relativement nouveaux pour la vie moderne, car les scientifiques ont commencé à étudier ce phénomène au cours des dernières décennies *(Kryvega, 2008: 12)*.

Le mot «glamour» (en anglais glamourous) signifie spectaculaire, brillant (*Slovnyk.UA*). Il vient du vieux *grimoire* français – un livre complexe, un livre de sorts. Aujourd'hui, grâce à la communication médiatique, ce mot est devenu largement utilisé et n'a généralement pas besoin d'explication dans le discours de tous les jours. Il s'est imposé dans le système lexical de la langue ukrainienne et à cause de cela, il a de nombreux synonymes (*глянцевий, блискучий, вишуканий, чарівний, шикарний, пишний* тощо).

À la fin des années 90 du XXe siècle dans la langue ukrainienne, les lexèmes liés à la racine -*гламур*- ont commencé à être activement utilisés, à cette époque un autre monde, jusque-là inconnu, est devenu réel – le monde du luxe, de la brillance, de l'abondance, de l'argent, de la jeunesse éternelle, des possibilités matérielles illimitées.

Les chercheurs qui étudient le thème du glamour sont d'accord: le glamour a sa propre idéologie, ses propres buts et objectifs, sa propre esthétique spécifique. L'idéologie du glamour est l'hédonisme, c'est-à-dire que la base du glamour est «le principe du plaisir (satisfaction) de la perception et l'attitude pour éviter la souffrance».

Le but du glamour n'est pas de révéler le beau dans le phénomène ou l'artefact qu'il fournit, mais de le remplir selon le goût des consommateurs selon des modèles tout faits. *La tâche* du glamour est de créer une belle image lumineuse et romantique de la vie à l'aide de descriptions des succès de personnalités vedettes et de créer l'illusion de l'accessibilité de cette vie. *L'esthétique* du glamour est la beauté légère et l'arôme des parfums, l'absence fondamentale de problèmes qui ne peuvent être résolus <...> Le triomphe de la positivité et de la technologie optimale, qui crée l'illusion de satisfaire les désirs et la victoire sur la vie.

Par conséquent, l'esthétique du glamour peut être verbalisée par les énoncés suivants qui viennent à l'esprit lorsque le mot «glamour» est utilisé:

1) la jouissance d'une vie agréable et sûre. Dans l'exemple suivant, les héroïnes sont caractérisées par le mot «glamour» afin de traduire la vie très aisée:

<...> – Він там в оточенні моделей. Море, пляж і...

<...> – А ось я щось якось ніяк.

– В сенсі?

*– Його-то якраз і немає в моєму житті, – гірко призналася дівчина з вищого суспільства. – **Будинок з басейном, машина, одяг, діаманти – є.** Здавалося б, **повний гламур,** а ось цього самого сенсу... (Ihnatova, 2013: 201).*

2) une très belle femme bien soignée. Exemple: *У Люсьчиній кімнаті жило ще дві дівчинки. Одна **гламурна аж занадто.** Інша – типова провінційна доярка. Їх, на щастя, не було (Prutkova, 2012: 65).*

Par conséquent, le concept de «glamour» est constamment utilisé dans le contexte de la mode, du fitness, du spectacle, du divertissement, de la beauté, des voyages ou dans les conversations sur les personnes associées à ces activités. Étant donné que tous ces thèmes sont une grande partie de l'être humaine, ils constituent une petite partie (3%) dans les textes artistiques, le lexème *glamour* et tous ses dérivés sont utilisés parfois dans les textes artistiques de la période étudiée.

6. Conclusion

L'examen des principales dominantes culturelles de la conscience ethnique ukrainienne a démontré que le champ associatif du concept de «succès/réussite» contient les éléments suivants: *carrière, popularité, beauté, argent, amour, glamour*. Le succès des femmes basé sur le matériel de la prose en langue ukrainienne de la fin du XXe – début du XXIe siècle

s'accompagne et se précise toujours dans l'espace conceptuel de ces concepts dont chacun est conditionné par une conscience mythologique, archétypale, mondaine et sociale. Au sein de ces concepts, on observe l'identification de composantes sémantiques communes et l'axiologie de nature subjective et collective.

Dans une prospective, il semble que l'étude de la question de la recherche du concept de femme réussie dans la prose féminine et masculine à la frontière des XXe–XXIe siècles soit importante. Une telle étude devrait s'appuyer sur le discours existant des études de genre modernes, en mettant en évidence la typologie des images féminines et les modes de leur incarnation selon la vision de l'auteur.

References

1. Bezuhla, R. I. (2013). *Asymiliatsiia kontseptu «hlamur» v ukrainskii kulturi. Ukrainska kultura: mynule, suchasne, shliakhy rozvytku [Assimilation du concept de "glamour" dans la culture ukrainienne. Culture ukrainienne: passé, présent, voies du développement]. Zb. nauk. pr.: nauk. zap. Rivnenskoho derzhavnoho humanitarnoho universytetu. (Vyp. 19.) (T. 1.) Rivne : RDHU.*

2. Drachkovska, O. (2004) *NIANKA-NENKA (zi shchodennyka zarobitchanky) [NOUNOU-MAMAN (le journal de la salariée)]. Lviv : Kalvariia.*

3. Ihnatova, N. (2013). *Dotorknutysia do nebes [Toucher le ciel]. Donetsk : PP «KD «Prospekt-Pres».*

4. Krylova, S. A. (2019). *Krasa liudyny v zhyttievykh praktykakh kultury. Dosvid sotsialnoi ta kulturnoi metantropolohii i androhin-analizu: monohrafiia [La beauté humaine dans les pratiques de vie de la culture. Expérience de la méthanthropologie sociale et culturelle et de l'analyse androgyne: monographie]. Kyiv : KNT.*

5. Kryveha, L. D. (2008). *Hlamur yak styl zhyttia suchasnoi liudyny [Le glamour comme mode de vie d'une personne moderne]. URL: http://intkonf. org/doktor-filos-nauk-krivega-ld-glamur-yak-stil-zhittya-suchasn oyilyudini/*

6. Malynovska, H. (2010). *Kontsept «HROSHI» v ukrainskii movnii kartyni svitu [Le concept «ARGENT» dans l'image linguistique ukrainienne du monde]. Ukrainska mova. (№ 4). P. 75–84.*

7. Matviienko, O. I. (2017). *Krasa yak fenomen spryiniattia i vidobrazhennia svitu [La beauté comme phénomène de la perception et du reflet du monde]. Naukovyi visnyk. Seriia "Filolohiia". (Vyp. 48), (Ch. II). Kherson.*

8. Ovsiannykova, L. (2008). *Aferystka [Arnaqueuse]. Dnipropetrovsk : Stozhary.*

9. Prutkova, T. (2012). *Divchynka z papirusom [Fille avec papyrus]. URL: http://chtyvo.org. ua/authors/Prutkova_Tala/Divchynka_z_papirusom/*

10. Slovnyk.UA. *Orfohrafichnyi slovnyk ukrainskoi movy onlain [Slovnyk.UA. Un dictionnaire orthographique en ligne de la langue ukrainienne]. URL: https://sovnyk.ua*

11. Zabuzhko, O. (2014). *Tut mohla b buty vasha reklama: zbirka [Votre publicité pourrait être ici: recueil]. Kharkiv.*

12. Zahrebelnyi, P. (2002). *Brukht [Les débris]. Kharkiv : Folio.*

PROMOTION OF TURKISH LITERATURE
IN THE "MAKTAB" ("SCHOOL") COLLECTION (1911–1920)

Gunel Yunusova Kamil

Ph.D. in Philology, Postdoctoral Student, Institute of Oriental Studies
named after Z. Bunyadov of National Science Academy of Azerbaijan, Azerbaijan
orcid.org/0000-0002-2375-2829

Summary

The purpose of the research is to determine the issue of publishing and promoting the example of Ottoman literature in the Azerbaijani children's press at the beginning of the 20th century, to analyze the degree of relevance of the selected works and their role in the formation of children. Historical-comparative and typological methods were used in the article, and analysis-synthesis methods were used during the analysis of practical examples. Deductive and inductive methods were also used during the analysis of artistic material and the explanation of a number of scientific and theoretical ideas. In the period from the second half of the 19th century to the beginning of the 20th century, Azerbaijan-Turkey literary relations, the attitude to the problems of Turkish literature in Azerbaijan's literary and cultural environment, both theoretically and factually, are quite broad and comprehensive. It is especially important to study the literary and cultural relations of the two peoples at all stages. In this article, the promotion and presentation of Turkish literature in the Azerbaijani press of the beginning of the 20th century is reflected, and the scientific novelty of the research is related to this. The main result obtained is that among the literary products published in the mentioned magazine, priority was given to works on national self-awareness, patriotism, freedom, nature, science, education, etc.

Key words: "Maktab" magazine, Azerbaijani literature, literary and cultural environment, Turkish literature, prose, poetry.

1. Introduction

In the literary and cultural environment of Azerbaijan in the second half of the 19th century and the beginning of the 20th century, we are faced with an interesting, rich and comprehensive picture of the attitude towards Turkish literature and its numerous products, Turkish literary and cultural environment and movement in the press, textbooks, individual books and so on. Of course, the press was more flexible and dynamic than the means of knowledge, information and propaganda. Because while textbooks and independent books were published once or twice, the press had a continuous character and could react more flexibly to individual literary processes and events, innovations. Let us also add that in the period we are talking about, we find interesting information and knowledge not only related to Turkish literature, but also related to social, political, historical, cultural, economic, scientific, pedagogical, etc. issues that happened in the Ottoman Empire. However, since our topic is literary phenomena, we mainly focus on this problem.

2. Main text

At the beginning of the 20th century, we see examples and representatives of Turkish literature being promoted in Azerbaijan not only in "adult" media, books, and various sources, but also in "children" media, books, textbooks, and sources. Children's press attracts more attention among those sources of reading and spiritual food intended for "little ones" *(Rasulova, 2018)*. At that time, we had three media outlets that were printed directly for children. These are "Dabistan", "Rahbar" and "Maktab" magazines. The publisher and editor of "Dabistan" were Muhammadhasan Efendizade (1886-1918) and Aliskandar Jafarzade (1875–1941). The magazine was published from April 16, 1906 to January 1908, about 27 issues were printed. It was also our first national children's press. The life of "Rahbar" magazine, the editor of which was the outstanding educator Mahmudbey Mahmudbeyov (1863-19230), was very short, after only 5 issues were published, it was closed due to financial difficulties. The collective functioned from September 24, 1906 to January 17, 1907. At that time, "Maktab" magazine was the longest-lived children's press in Azerbaijan. The collection started its activity on November 29, 1911, continued its life with various interruptions for 9 years, that is, until the Bolshevik occupation on April 28, 1920, about 98 issues were published. The publisher and editors of this press were well-known educators Gafur Rashad Mirzazade (1884–1843) and his professional friend Abdurrahman Efendizade (1884–1918).

We do not come across examples of Turkish literature in "Rahbar" magazine, which has only 5 issues. However, two other children's magazines paid special attention to Turkish literature. On the pages of these collections, the children of the nation were presented with a large number of artistic thought products of various peoples, including the Ottoman Turks, and information was given about the life and creativity of a number of Turkish artists.

"Maktab" magazine showed a warm and caring attitude towards Turkish literature, and did remarkable work in the field of its promotion. Since the "Maktab" is more permanent, the scale and weight of the work it does in the direction we mentioned is also comprehensive. The collection played an important role in introducing a number of literary figures of the Turkish literary field and examples of vocabulary to Azerbaijani children.

The magazine had a separate section called "Biography". This column included the life and work of a number of classics of world literature, examples of their works. The goal was to familiarize young Azerbaijani readers with the achievements of world literature and outstanding classics. From time to time, the biographies of the great thinkers of the Turkic peoples were covered in that section. Examples of this type of posts include: Muallim Suleyman –"Ulug baya yadigar" (1911, № 1); "İbn Sina" (author not indicated – 1915, № 1); Qafur Rashad –" Shahabaddin Marjani" (1915, № 2); Qafur Rashad –"Farabi hazratlari" (1915, № 3); "Alishir Navai" (author not indicated – 1915, № 12); "Muallim Naci" (author not indicated – 1915, № 14); "Ziya Pasha" (author not indicated-1915, № 15); "Jalaluddin Rumi" (author not indicated – 1916, № 6), etc. As can be seen from the names here, "Maktab" focused not only on the thinking personalities of the Ottoman Turks, but also on the thinking personalities of all the Turkic peoples, and aimed to introduce them to the readers. For example, Shahabaddin Marjani, whose biography was given, was one of the Tatar Turks in the Volga region. He was born in Kazan in 1815, received a high education, lived and worked in Bukhara and Kazan. The editor of the magazine Gafur Rashad Mirzazade wrote a separate autobiographical article on the occasion of the centenary of his birth and published it in the magazine together with the photo of the Tatar thinker Sh. Marjani.

In the scientific article "Jalaladdin Rumi", this great thinker is spoken with sympathy. Although the article is concise, a certain idea is created about J. Rumi's life, outlook, beliefs, sheikhdom, friendship with Shams Tabrizi, and his creativity. It is said about him: "Jalaluddin Rumi is one of the most famous poets in the Islamic world. He was originally from Khorasan and was born in the city of Balkh on document 604. He attracted the attention of the community through his scientific and virtuous, poetry and literature power. The famous "Masnavi" style poem divan is considered one of the most favorite works among the people. He moved to the city of Konya on the invitation and request of Sultan Alaeddin Seljuqi and lived there *(Jalaluddin Rumi, 1916, p. 83)*. As you can see, the information is concise, accurate and specific.

Like "Dabistan", "Maktab" also provided a separate biography material in order to introduce Muallim Naji to the readers. After the article, his poem "Qalandar" was delivered to the audience as an example of the poet's creativity. This small-volume work reminds of a poetic monologue spoken by the sect and the path of truth. He declares that he is a servant free from self, free from worldly desires and desires, living only with the love of God:

> *Külfəti-iqbalidən azadəyəm,*
> *Rütbəşünasi-rəvişi sadəyəm.*
> *...Mən nə məsihi, məsihadəməm,*
> *Zövqü həqiqətdə arar adəməm (Muallim Naji. 1915, p. 21)*

Qalandar, who does not accept religious differences created by people, is a devotee of God who seeks "pleasure in truth" above all religions.

The article "Ziya Pasha" provides concise and valuable information about the literary personality of this outstanding poet, and then gives examples of his works. These are basically wise verses of the poet that benefit the moral and spiritual education of children. For example:

> *Asudə olum dersən əgər, gəlmə cəhanə,*
> *Meydanə düşən qurtulamaz səngi-qəzadan.*
> *...Dünya ilə et söhbəti, ya guşənişin ol,*
> *Nadanlar ilə müxtəlat olmaq nə bəladır (Ziya Pasha, 1915, p. 22)*

In addition to the artists we talked about, on the pages of the "Maktab" magazine, we also come across poems by Tofiq Fikret, Ziya Goyalp, Ismayil Safa, Ali Ulvi, Nazim Khurram, Ismayil Hagqi, Abdulrahman Ruhi, Rza Sabit, Abdulla Covdet, etc. Nazim Khurram is the artist with the most number of poems published in the collection. About six of his poems were published in different issues of this press. Those poetic examples are: "Be a merchant, my brother" (1914, № 12); "Lamb" (1915, № 4); "Winter's Plea" (1915, № 7); "Spring" (1915, № 9); "Poor Nightingale" (1916, № 6); "I'm Turkish" (1920, № 1), etc. Two of these poems are related to the animal world, and two are related to the praise of nature. In the early 1920s, during the ADR period, the poem "I am a Turk" presented to Azerbaijani children is about national-ethnic self-awareness:

> *Bir vəqtilər Avropaya şan verən,*
> *Fatehlərin, Yavuzların oğluyum.*
> *Yurdu üçün sevinərək can verən*
> *Muradların, midhətlərin oğluyum.*
> > *Düşmən, düşmən! Titrə bəndən, bən türküm.*
> > *Kin, intiqam! İştə gözəl bir türküm.*
> > *Utan bəndən, bəni təhqir eyləmə,*
> > *Sıxıl bəndən, bana bir laf söyləmə.*
> *Səni bir gün ayağımla əzərəm.*
> *Yurdunuzda arslan kibi gəzərəm,*

> *Türkün qəlbi zalımlara zalımdır,*
> *Türkün ruhu öldürənə ölümdür*

The end of this poem, which consists of four stanzas, ends with an appeal to God for the independence and future of the motherland:

> *Tanrım! Tanrım! Yüzümüzü qarartma!*
> *Sən bir daha bizə vətən aratma! (Khurram, 1920, p. 2)*

It was no coincidence that such a high-ideal poetic sample was printed in the collection at that time. The publisher pursued the goal of instilling those higher feelings in Azerbaijani children with artistic works that restore such historical memory, build the nation, and instill the spirit of patriotism.

Ziya Goyalp's poems "Ilahi" (1918, No. 3) and Tofig Fikret's "We are always brothers" (1920, No. 1) were also published in "Maktab" magazine during the ADR period. Both examples of poems written for children are in the spirit of patriotism. Z. Goyalp's "Ilahi" with the note "for children" was written in the language of children as an address to God. In the poem, it is said from the language of the children that, oh God, we are Turks. We came to pray to you for the homeland. We ask you for the salvation of our country. Accept our prayer. Shine on us. Let the old blood of Turkishness and Islam boil in our veins. Increase our glory, give us a bright religion, a fiery faith, protect our homeland. T. Fikret's small poem "We are always brothers" is said in the language of Turkish school children:

> *Beşiyimiz bir torpağdır,*
> *Yaprağımız bir yaprağdır.*
> *Əyrilik bizdən uzaqdır,*
> *Fərqimiz yox, biriz, eşiz,*
> *Həp türkləriz, həp qardaşız (Fikret, 1920, p. 7)*

Here, Turkish children are called to unity. The language of the three-stanza poetic example written in syllabic weight is simple and flowing. This merit also manifests itself in Z. Goyalp's poem.

Four poetic examples from Ali Ulvi's work were presented to the readers of "Maktab": "I will try" (1911, № 1); "Pen" (1912, № 18); "Progress" (1912, № 20); "Wheat"(1913, № 12); "My Mother" (1914, № 19). Each of these children's poems was dedicated to different topics. In the poem ""I will try" ("Çalışalım") written with an appeal to school children, children are called to hard work, diligence, studiousness. The benefit of labor is the main rock of the work. The poem "Progress" states that now is the time of progress and advancement. Everyone, every child of the motherland should join this progress and show effort and skill for its happy future. Pupils should learn science, acquire knowledge, and in this way show skills. The poem is written in the genre of a march, has a harmonious tone, a spirit of challenge:

> *Arş irəli, arş irəli!*
> *İstəyimiz irəliləmək!*
> *Arş irəli, həp irəli!*
> *Geri qalan ölmüş demək...*
> *Oxuyalım, hünər və elm*
> *Sayəsində yüksələlim (Ali, 1912, p. 3)*

A short story by A. Ulvi called "Pen" (1912, No. 18) was also published in the magazine. Here, the usefulness of the pen as a science tool is explained to young readers.

The pages of the "Maktab" include Ismayil Safa's "Good Son" (1911, № 3), Abdulrahman Ruhi's "Our World" (1913, № 15), Rza Sabit's "Spring" (1914, № 6), Ismail Haggi's "Sly Cat" (1914, № 17), and Abdulla Covdat's "A Continent" (1916, № 4). While the other three

poetic examples are lyrical, I. Haggi's work "Sly Cat" is a verse story. In this story with a compact plot, a story similar to the story of Abdulla Shaig's verse story "The Fox Goes on a Pilgrimage" is told. One day, the cat gathers mice head by trick. Says that it will go to Hajj and will not hurt them after that. As the mice gathered around it, the cat took the opportunity to kill them all and eat them. Here, the author wants to instill such an educational idea to young readers that one should not trust the enemy, be deceived by its tricks, and believe every fat promise. Every time a person takes a step, he should act with thought and reason. At the end of the story, the artist conveys the idea he wants to convey to the readers in a clear, advisory manner:

> *Ay qardaşlar, heç bir sözə*
> *Aldanmayın düşünmədən.*
> *Başlamayın siz bir işə*
> *Axırını kəşf etmədən (Ismayıl, 1914, p. 6)*

In "Maktab", we also find examples of prose quoted from various collections and anthologies published in Turkey. Mirzaga Aliyev's stories "Gift Day" (1912, № 8), "Badimjanburun Mamish" (1912, № 10), and Rza Sabit's "The Merciful Girl" (1914, № 13) were quoted from "Khazineyi-Qiraat". The works "Tobacco" (1913, № 1), "Poor Child" (1913, № 2), "A Belly Conversation with a Child" (1913, № 3), and "Humanity" (1914, № 3–4), whose authors are not specified, were taken from the "Atfal" collection. The folk tale "Tale il Qadir" (1913, № 17), as well as Laman Asim's "Agilli Bir Qabila Sheikh" (1914, № 1), and Muhammad Mehieddin's "Walking" (1914, № 6) were taken from the collection "The World of Cojug". Among these examples, "Tobacco" was a scientific article. The harmful aspects of tobacco were discussed here. Other works were short stories and fairy tales. Ali Fahmi also translated the story "Tuti and Sahib" (1913, № 8) from J. Rumi's "Masnavi" into prose and presented it to the readers of the magazine. It was an instructive story with a moral and didactic theme. Ahmad Midhat's scientific and journalistic writing entitled "Fishes" (1916, № 1) was included among the examples of journalistic prose. In that article, given in the rubric "Historical-natural", scientific information was given about the animal world, more specifically about fish.

In the collection we are talking about, there were also rubrics called "Memorized pieces" and "Great words". Wise words of world thinkers were given in these columns. Among those personalities, there were Turkish thinkers such as Namiq Kemal, Abdulhaq Hamid, Muhammad Jalal, Ziya Pasha, Muallim Naji, etc.

3. Conclusions

At the beginning of the 20th century, the children's press was one of the important propaganda channels of Turkish literature in the literary and cultural reality of Azerbaijan. Those media outlets were "Dabistan" and "Maktab" magazines, which were the first swallows of our children's press. On their pages, a large number of examples belonging to the treasure of Turkish artistic thought were presented to young readers in the national environment. Such a mission was significant enough both to meet the reading needs of the growing generation and to bring the two brotherly nations closer together and introduce each other. Taking into account that the readership is small, the publishers paid special attention to the volume, genre, language and style features of the examples printed in those magazines, relevance of ideas and topics, and moral and educational content. That is, those materials were mostly examples of children's literature. In this sense, those works served as an example for creativity for our children's writers. There were many examples of poetry among the published materials. However, examples of prose, journalism and translation belonging to the Turkish literary and cultural treasure were

also published in magazines. Literary products include national self-awareness, patriotism, freedom, nature, science, education, etc. priority was given to thematic works. During the studied period, "Dabistan" and "Maktab" collections played an important role in the development of Turkish-Azerbaijani literary relations.

References

1. *"Cəlaləddin Rumi". "Məktəb" jurnalı, 1916. № 6. S. 83.*
2. *Əli Ülvi. "Tərəqqi" "Məktəb" jurnalı, 1912. № 2. S. 3.*
3. *Fikrət Tofiq "Həp qardaşız". "Məktəb" jurnalı, 1920. № 1. S. 7.*
4. *Xürrəm Nazim, "Bən türkəm". "Məktəb" jurnalı, 1920. № 1. S. 2.*
5. *İsmayıl Həqqi "Hiyləgər pişik". "Məktəb" jurnalı, 1914. № 17. S. 6.*
6. *"Müəllim Naci". "Məktəb" jurnalı, 1915. № 14. S. 21.*
7. *Rəsulova Sevinc. (2018) Azərbaycan uşaq ədəbiyyatının maarifçi-realist mərhələsi (XIX əsrin II yarısı- XX əsrin əvvəlləri). Bakı : Elm və təhsil, 296 s. (s. 32).*
8. *"Ziya Paşa" "Məktəb" jurnalı, 1915. № 15. S. 22.*

THE INFLUENCE OF EUROPEAN ART ON CHINESE OPERA CULTURE

Zhang Zonghui

Postgraduate Student, Sumy State Pedagogical University
named after A. S. Makarenko, Ukraine
e-mail: prontolviv@ukr.net, orcid.org/0009-0002-0426-6853

Summary

The article examines the influence of European culture on the origin and development of Beijing opera, focusing on the penetration and assimilation of European opera's characteristic features into Chinese musical culture. It systematically analyzes these innovations within the historical context, elucidating their role and position in the broader Chinese cultural and historical processes. The study reveals that the primary avenue for introducing European musical canons was through school songs, which, due to their simple composition and ease of performance, served as the basis for incorporating structured European approaches into Chinese music. It notes that the creation of the first officially recognized Chinese opera, "Grey-hair Girl", followed the emergence of Children's Operas, which exhibited elements of Europeanization while retaining their melodic structure. The conclusions highlight that the development of the European experience within the opera genre unfolded in tandem with the evolution of compositional and dramatic patterns derived from Western opera. However, on a musical and stylistic level, Chinese composers remained rooted in the national tradition, endeavoring to achieve varying degrees of successful fusion between Western form and national content. It was only towards the latter part of the 20th century that a harmonious symbiosis began to emerge, integrating the organizational aspects of opera from the European experience with Chinese identity at different levels.

Key words: European culture, Beijing opera, assimilation, Chinese music, School songs, Europeanization, Chinese identity.

1. Introduction

In today's world, active cultural contacts are an integral part of society. Thanks to the advancement of communication means and the reinforcement of globalization processes, peoples of other countries now have the opportunity to acquaint themselves with the traditions, customs, and cultural heritage of different countries. The extensive interaction between Western and Eastern nations, based on economic, political, and cultural ties, has particularly intensified in the 21st century.

In the present circumstances, the interconnections between the musical cultures of the East and the West have reached an unprecedented level of intensity. This can be attributed to the inherent non-verbal nature of the language of music itself, which enables direct dialogue without the need for an interpreter. Notably, the musical traditions of Europe and China, which had long developed in isolation from each other, are now actively converging across various academic genres, including opera. These developments underscore the significance of the present study, which aims to investigate the process of the development and assimilation of the European sonic tradition within Chinese opera during the 20th and 21st centuries.

The main key tasks: determine the history of the formation of musical contacts between Europe and China, particularly in the field of opera; highlight the main stages of mastering the European tradition; identify the ways and means of penetration of European opera into China. These tasks outline the goals of the research or analysis being conducted, focusing on understanding the historical background, stages of influence, and methods through which European opera was introduced and integrated into Chinese musical culture.

The research methodology is based on the following methods:

Historical (in an overview of the development of Chinese musical culture, of which modern Chinese opera has become a part).

Structural and typological (when determining the stylistic features of Chinese operas that have experienced the greatest influence of the European tradition).

Comparative-analytical (when elucidating the nature and characteristics of the counter influences of the European and Chinese traditions of musical theater).

Culturological (when characterizing the activities of leading opera groups and educational institutions).

2. The main stages of the relationship between European and Chinese musical culture

The concept of "Chinese opera" encompasses two active branches in the realm of music and theater. The first branch, known as "xiqu" (戏曲) or "Chinese traditional drama", developed autonomously without substantial European influences. It represents an original art form characterized by distinctive aesthetics and an expressive system. One of the most renowned genres within this branch is Peking opera, which originated in the 18th century. It is worth noting that the term "opera" was assigned to it by Europeans who lacked an alternative designation (*Wang, 2004 : 32*).

The second branch, also referred to as "Chinese opera", emerged during the first half of the 20th century under direct European opera tradition influences and continues to undergo intensive development to this day. This particular branch is the main focus of the present study. Terms such as "modern Chinese opera", "new Chinese opera", and "Chinese national opera" are utilized in scholarly discourse *(Wang, Weng, 2011)*.

The phenomenon of modern Chinese opera is regarded as a focused and sustainable process of assimilating the European experience while maintaining the excellence of its own national tradition. The formation and development of modern Chinese opera aligns seamlessly with this conceptual framework. Beginning with elements of borrowing and imitation seen in works such as "school songs" and "Children's operas" by Li Dinhui, it gradually evolved under the active influence of the European tradition, exemplified by the emergence of the first national opera, "The Gray-haired Girl". Modern Chinese opera represents a remarkably organic synthesis of two distinct national traditions, wherein the assimilation of European influences does not entail the erosion of national identity.

The first stage encompasses the decade preceding the Xin Hai Revolution (prior to October 1911) when the Qing dynasty was overthrown, and China embarked on a path of capitalist development. Music firmly established its place in the school curriculum during this period, thanks to the contributions of renowned educator Cai Yuanpei and composer Li Shutong *(Jing Jiang, 1991)*.

The second stage spans the decade following the Xin Hai Revolution until 1919 when China transformed into the People's Republic. During this phase, the "school song" emerged as a recognized genre within the works of composers and teachers such as Shen Xingong, Zeng

Zhiming, Ke Zhenghe, and Xin Han. Many of them had received education in Europe and Japan, which facilitated the introduction of European educational traditions to China.

The third stage is associated with the May Fourth youth movement, a massive anti-imperialist movement characterized by closer interaction between Chinese culture, art, and the European tradition, including in the realm of song *(Pronko, 1967:56)*. The Chinese population displayed a strong eagerness to acquire knowledge about European science and to engage with the latest discoveries in various fields. This period extends from May 1919 to the onset of the Sino-Japanese War in 1937-1945.

3. School songs and "Children's Operas" by Li Dinhui as a reflection of European influence on Chinese art

The presence of Christian missionaries in China played a significant role in introducing European musical instruments and imparting the fundamentals of European music theory to the local population. The establishment of church schools and higher educational institutions following European standards also contributed to the development of music education. Notably, religious contacts served as the primary avenue for the assimilation of European musical traditions into the musical life of China until the mid-19th century. This is indirectly evidenced by the limited impact of the first performance of European opera (Chekkina by N. Piccini), which took place in the Imperial Royal Palace, on the nascent musical culture *(Jiang, Zhongqi, 1999:21)*. The principal influence of European art on Chinese art was primarily manifested through the incorporation of songs into the school curriculum as a fundamental component of education.

The phenomenon of the "school song" played a pivotal role in bridging the Chinese population with European culture. It originated in the early decades of the 20th century as an academic discipline and subsequently evolved into a distinct song genre, giving rise to a social and educational movement in the first third of the century. Scholars identify three distinct stages in the development of the school song *(Mittler, 2008)*. From a musical perspective, the "school song" genre was characterized by simple vocal compositions, frequently recorded in unison melodies accompanied by uncomplicated harmonies or sometimes without any accompaniment. The songs were notated using traditional European five-line notation, although a simpler alternative in the form of numeric notation was available for those who were not familiar with standard notation. As for the melodic prototypes, they often comprised loosely adapted Western melodies with new Chinese lyrics. In his book "Sources of Xuetang Yuige", Professor Qian Renkang, a musicologist at the Shanghai Conservatory, analyzed 392 yuige compositions, revealing that 98 of them were written based on Western melodies *(Wang, 2004:98)*. Also included various Western melodies, with German music serving as the source for 29 songs, followed by French (5 songs), English (14 songs), American (13 songs), Italian and Spanish (4 songs combined), and one song based on religious hymns. An exemplary illustration of this phenomenon is the popular song "Veface China" by composer Li Shutong, which draws its melodic foundation from the march theme in the first act of Bellini's opera "Norma". The utilization of borrowed melodies from Western composers played a significant role in facilitating the widespread integration of European tonalities into Chinese musical culture, including the popular opera repertoire.

Moreover, the "school songs" played a crucial role in teaching composers and musicians to think within the framework of the European musical coordinate system. In the later stages of the "school song" genre, a notable figure is Zhao Yuanzhen, who broke away from the tradition of borrowing Western melodies and began composing in a Western style *(Mittler, 2008)*.

His contributions laid the groundwork for Chinese choral polyphony, which was not originally characteristic of traditional Chinese culture.

The compositions of Li Jinhui (1891–1967) played a significant role in the emergence of "adult" opera in the European model. While these productions may not have been full-fledged operas in the strictest sense, they encompassed all the essential elements of the genre, enabling the use of musical and dramatic means to present the plot and develop the characteristics of the main characters. Inspired by European opera, these works primarily adopted the principle of a composition's rational structure, featuring the alternation of arias, duets, and ensembles. Additionally, they incorporated conversational dialogues, dance numbers, and displayed compactness with no more than two acts and a small number of characters ranging from two to five, aligning them closer to the genre of operetta. The designation "children's" emphasized the intended audience of Li Jinhui's compositions, which consequently reflected the simplicity of the plot, the use of popular melodies, and the accessibility of musical elements.

Among the notable works by Li Dinhui were his "children's operas", particularly "The Sparrow and the Boy" and "The Little Artist". A careful examination of the musical material reveals the underlying connection between the pentatonic Chinese melodies and European harmony and texture. This fusion of musical elements was subsequently expanded upon by the composers of the first national operas in China.

4. Mastering the European experience in the Chinese musical theater 1937–1949

During the period of 1937–1949, the Chinese musical theater underwent significant developments in its quest to master the European experience. The era of "Chinese musical theater in wartime" witnessed a diverse range of experiments in the opera genre prior to the establishment of the People's Republic of China in 1949 *(Mittler,2008)*. This period saw the emergence of musical educational institutions and the training of the first academic vocalists, instrumentalists, and composers. Various attempts were made to blend elements of Chinese and European traditions within the opera genre.

One notable approach during this time was the "drama plus singing" method, which involved adding musical numbers to existing dramatic plays. Traditional xiqu drama also exerted a significant influence on the experiments. Several works created during this period, such as "Wang Zhaojun" (1930), "Hurricane on the Yangtze" (1935), "Xi Shi" (1935), "March of the Army and People" (1938), and "Song of the Land" (1940), laid the groundwork for the interaction between European and Chinese cultures within the opera genre. Although their stage life was relatively short, these works broke the longstanding monopoly of traditional Xiqu theater and paved the way for the emergence of the first European-style Chinese national opera.

The immediate precursors to the first national opera were two works: "Qiuzi" by Huang Yuanlo (1942) and "The Great Wall" by Aaron Avshalomov (1945), who had resided and worked in China for an extended period. These works explored innovative combinations of European and Chinese musical traditions in terms of libretto, dramaturgy, and musical language. For instance, the plot of "Qiuzi" revolves around the dramatic fate of a newlywed couple – Japanese military officer Gongyi and Chinese girl Qiuzi.

The libretto of "Qiuzi" contains allusions to European operatic themes, such as the concept of "lovers from warring countries" with its rich history (as seen in Verdi's "Aida"). The character of Qiuzi continues the lineage of classical opera heroines who sacrifice themselves for love, while her beloved Gunyi, in his complete dependence on the captain, bears resemblance to Berg's Wozzeck. The dramaturgy of the opera represents a significant departure

from traditional Xiqu theater, as the author fully embraced European operatic genres and forms, forsaking the use of xiqu speech monologues.

Researchers have observed that all 12 arias in the opera are relatively brief, reminiscent of condensed and dynamic ariosos found in Italian verist operas. This highlights the influence of European operatic styles on the composition.

Huang Yuanlo's experimentation included the technique of quoting melodies from other national traditions within European compositions, particularly if they were relevant to the plot *(Wang, Weng, 2011)*. This practice can be observed in examples like Bizet's "Carmen", where Spanish melodies are used, or Puccini's "Turandot", which incorporates the melody of the popular Chinese folk song "Jasmine". While the Japanese influence in Qiuzi may not be as apparent, allusions to it can still be detected, such as intonations in Qiuzi's part that bear resemblance to the Japanese folk song Sakura.

In Aaron Avshalomov's opera "The Great Wall", an original idea of synthesizing national folklore material with European developmental techniques is implemented. For the first time in China, a folk melody, the "Meng Jiangnu" song, becomes a leitmotif in a folk opera, drawing connections to Wagnerian discoveries. This motif appears multiple times in the opera and serves as the foundation for new themes. While in the introduction, the "Meng Jiangnu" melody emerges with a haze of ethereal figurations, seemingly from the depths of centuries, in the song from Act VI, its sound against a backdrop of "frozen" chords conveys a mournful numbness and the protagonist's denial. However, Avshalomov's approach to the keynote principle is not as all-encompassing as Wagner's.

Avshalomov's creative method extends beyond working with folklore. The composer also develops his own themes while incorporating well-known techniques from European opera classics. For example, in the Introduction, the theme of the Emperor is presented in an enlarged manner. The use of an enlarged orchestral texture has been a characteristic of European musical theater for over a century, but for Chinese opera, such experiments proved to be groundbreaking.

5. Chinese national opera "The Gray-haired Girl" in the context of mastering the European experience

The opera "The Gray-haired Girl" demonstrates a pronounced social character by presenting a realistic portrayal of the people, a concept previously unseen in China. Created during the establishment of the People's Republic of China, this opera embodies a mandatory national element. It is intriguing to observe the interconnectedness between the phenomena of Chinese folk music, particularly yang, and European classical opera of the 19th century within this opera. Structurally, "The Gray-haired Girl" follows the five-act model of French grand opera from the early 19th century. The heroic-romantic tone progressively intensifies throughout the opera. Additionally, it deviates from the traditional verismo plot scheme found in the operas of Mascagni and Leoncavallo (which typically involve outraged love, struggle, and revenge) by approaching it from a social perspective *(Jiang, 1999:234–237)*.

Influenced by Wagnerian traditions, "The Gray-haired Girl" employs a leitmotif system. Each theme is associated with specific characters, exhibiting changes in intonation and flexibility that reflect the development of the stage characters. The opera engages in a dialogue with European opera tradition, progressing beyond mere borrowing and imitation of elements, to the creation of a new and original musical language. It has become an enduring source of inspiration for multiple generations of Chinese composers.

And although there was a period of regression in the history of Chinese opera in the years Cultural Revolution, it was the "Grey-haired Girl" that took the first step towards the conquest of the global artistic space by the Chinese musical theater.

6. Synthesis of traditions in modern Chinese opera

The second half of the 20th century witnessed a significant growth in the field of opera, characterized by the expansion of infrastructure with the establishment of new theaters and the training of performers. This period saw the emergence of Chinese artists who mastered the European style of singing, enabling them to present European opera masterpieces to the Chinese audience. Notably, Chinese performers successfully staged the first production of a European opera, "Carmen", in 1956, and continued to showcase various European operas in subsequent productions. This development marked an important milestone in the integration of European opera into the Chinese opera scene *(Jiang, 1999:315)*.

During the 1980s, cultural ties between China and Europe in the field of opera took various forms. On one hand, European opera stars toured in China, while on the other hand, Chinese theater groups embarked on international tours. Opera festivals were also organized, featuring Chinese opera companies.

In terms of musical language, operas from the 1980s exhibited two notable characteristics. Firstly, there was a greater integration of elements from Chinese traditional music and European classical opera. This can be observed in works like Chen Zi's opera "Wei Bajun", where a four-part choral counterpoint, a European compositional technique, is combined with a national melody. The opera also featured polyphonic choir sections, with two main leitmotifs presented in a native style but connected according to European polyphonic principles. Chen Zi's arias in this opera showcased a more modern and dramatic approach, continuing the traditions of Verdi and Puccini.

Chinese composers began to skillfully employ techniques derived from European composers of the 20th century. For instance, in the opera "The Plain" (1987) by Jin Xiang, sonorics, pointillism, and aleatoric techniques were utilized alongside national elements. Notably, all sections of this opera, despite employing complex and seemingly "non-national" compositional methods, were imbued with the essence of Chinese traditional music.

These developments in the 1980s demonstrated the growing interaction between Chinese and European opera traditions, resulting in the creation of innovative and unique works that merged elements from both cultural backgrounds.

Chinese opera experienced a significant expansion in terms of themes, plots, stylistics, and composing techniques *(Jiang, 1999:514–522)*. This period marked an accumulation of creative energy, leading to a significant breakthrough in the first half of the 1990s when Chinese operas were successfully staged on prestigious international platforms, even performed in the Chinese language itself. Notable examples of this achievement include works such as "The Plain" by Jin Xiang and "Notes of a Madman" by Guo Wenjing. These productions demonstrated the growing recognition and acceptance of Chinese opera on the world stage, showcasing the unique artistic contributions and cultural richness of Chinese opera in its own language. Modern Chinese opera culture represents a remarkable and distinctive phenomenon that harmoniously blends two seemingly contrasting traditions: Chinese and European. This unique fusion allows for a comprehensive examination of the subject, enabling it to be perceived as a universal model for the assimilation of foreign influences, while simultaneously highlighting the specific developmental characteristics inherent in Chinese culture. The versatility of this

model resonates with numerous studies exploring the interaction between Eastern and Western influences in various national cultures and artistic genres. By studying the dynamics of Chinese opera culture, we gain valuable insights into the complex dynamics of cross-cultural interactions that transcend geographical and artistic boundaries.

7. Conclusions

By tracing the historical development of cultural exchanges between China and Europe, we can draw several conclusions regarding the assimilation of foreign cultural experiences.

The "school song" played a crucial role in introducing European intonation to China. Initially, it was taught as an academic discipline and later evolved into a distinct musical genre. Through the medium of "school songs", European intonation was transmitted, with direct melodic borrowings being common. The successful interaction between Chinese and European theatrical and musical traditions can be seen in Li Dinhui's "children's operas" of the 1920s. These works marked an important milestone in the practical fusion of Chinese and European elements.

The Chinese musical theater actively explored its own path by assimilating the principles of European opera and incorporating musical material from various regions of China's rich folkloric heritage. This process led to the development of a unique singing style that combined European vocal techniques with a folk singing style. Modern Chinese opera is characterized by its ability to integrate the European tradition while preserving its national identity. It demonstrates a desire to transcend national boundaries while simultaneously cherishing and preserving its cultural heritage.

Overall, these developments reflect the growing compositional skills of Chinese authors and composers, as they successfully navigate the integration of foreign influences while nurturing their own artistic expression.

References

1. Jing Jiang, (1991). The Influence of Traditional Chinese Music on Professional Instrumental Compositionю. Asian Music [in English].
2. Jiang Zhongqi (1999). History of the Progress and Transformation of Chinese Opera. Beijing : Chinese Drama Publishing House, 1999 [in Chinese].
3. Mittler Barbara (2008). Popular Propaganda? Art and Culture in Revolutionary China. Philadelphia : Proceedings of the American Philosophical Society,2008, №. 152 (4). P. 466–489.
4. Pronko Leon (1967). Theatre East & West: Perspectives towards a Total Theatre. Berkeley. Los Angeles.London:University of California Press [in English].
5. Wang Yuanhua, Weng Sizai.(2011) A 100-Year Study of Peking Opera. Beijing : Chinese Book Publishing [in Chinese].
6. Wang Zhenyuan. (2004). Theses on the music of "Peking Opera" and "exemplary Chinese performance". Beijing : Folk Music Publishing House [in Chinese].

INNOVATION, WORK, SOCIETY

PRINCIPLES OF LOCAL GOVERNMENT: TERMINOLOGICAL ISSUES (PART TWO)

Vitaliy Barvinenko
Candidate of State Governance Sciences
e-mail: barvinenko@ukr.net, orcid.org/0000-0001-9471-1134

Summary

The European Charter of Local Self-Government 1985 provides for a number of principles of local self-government that are important for compliance in Ukraine. Some of these principles are already included in national legislation, and they are declared principles of local self-government in Ukraine. Some are not yet. Mostly the scientists, that are specialists in the Ukrainian municipal law, do not write about these principles. That is why the author has used only the monographical works of B.V. Kalinovsky and S.V. Malikov.

The author gives the overview of S.V. Malikov's researches of the topic, and concludes: although the European Charter of Local Self-Government 1985 itself was studied by S.V. Malikov in more detail than the vast majority of Ukrainian authors – specialists in municipal law, precisely the principles of local self-government enshrined in it, he paid only relatively little attention.

The author gives the overview of B.V. Kalinovsky's researches of the topic, and concludes: he has correctly interpreted at least one of the principles of local self-government from the provisions of each of the articles of the first section of the European Charter of Local Self-Government 1985; the author counts 13 principles in total. Among these principles, 11 have been named; sometimes suggested B.V. Kalinovsky title of the principle is debatable, especially taking into account the provisions of the municipal legislation of Ukraine.

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

1. Introduction

The European Charter of Local Self-Government 1985 provides for a number of principles of local self-government that are important for compliance in Ukraine. Some of these principles are already included in national legislation, and they are declared principles of local self-government in Ukraine. Some are not yet.

In this regard, it is of interest how the provisions of the European Charter of Local Self-Government 1985 in general and the principles enshrined in it in particular are evaluated by specialists in municipal law in Ukraine, referring to the work of Ukrainian researchers.

The authors, that are specialists in the Ukrainian municipal law, do not write about these principles – including O.V. Batanov, I.A. Galiahmetov, and other authors *(for example, Qaracayev, 2022 and Mishyna, 2021, 2022)*. That is why the author has used only the monographical works of B.V. Kalinovsky and S.V. Malikov. These authors gave their opinions on the topic, mentioned above.

To write this research, the author has used the systematical and axiological approaches, based on the dialectics. The methods used in this article are as follows: deductive and inductive, analysis and synthesis (including the legal analysis), comparative and doctrinal research.

The aim of the article is to analyze, how the Ukrainian municipal literature covers the topic of the European municipal principles, enshrined in the European Charter of Local Self-Government 1985.

2. The terminological variety in the Ukrainian municipal literature

In Ukrainian legal literature, the question of the impact of the European Charter of Local Self-Government 1985 on municipal legislation, the question of the implementation of these provisions in Ukraine was investigated by S.V. Malikov – his thesis for the degree of candidate of legal sciences on the topic "Principles of local self-government in Ukraine" (2012) reflects the author's view on how exactly the provisions of the 1985 Charter can be most effectively applied in Ukraine.

First, S.V. Malikov noted the axiological significance of the European Charter of Local Self-Government 1985, and therefore, the fact that this document, based on its content and the way in which this content was formalized, is the source of the principles of local self-government. The researcher noted: "The European Charter of Local Self-Government 1985 is a system of norms-principles that reflect the processes of constitution and institutionalization of the Ministry of Internal Affairs as a legal institution, an element of the constitutional system, which must be implemented by the member states of the Charter on their territories in the context of fulfilling the international obligations assumed by them under the international treaty" (*Malikov,2012: 44*). It is worth fully agreeing with this opinion.

Secondly, S.V. Malikov singled out the principles that, in his opinion, are contained in the European Charter of Local Self-Government 1985. Among such principles, he proposed to consider the following:

- the principle of recognition and legalization of the Ministry of Internal Affairs, the principle of granting the Ministry of Internal Affairs its own competence, etc. (*Malikov,2012: 56*);
- the principle of local self-government (*Malikov,2012: 77*);
- the principle of local democracy (*Malikov,2012: 77*).

When distinguishing these principles, S.V. Malikov in his monographic work does not demonstrate which articles of the European Charter of Local Self-Government 1985 he refers to, when distinguishing these principles (some assumptions can be made about this, but they are not accurate, since in the analyzed work these principles are cited by themselves, outside of that context, which would facilitate the search for the "primary source" among the provisions of the European Charter of Local Self-Government.

Thirdly, S.V. Malikov paid particular attention to the Additional Protocol to the European Charter of Local Self-Government 1985 in the context of researching the principles contained therein. The author considers that the Additional Protocol, namely its Article 1, "establishes a new principle (standard) of the Ministry of Internal Affairs – the right to participate in the affairs of a local authority" (*Malikov,2012: 181*). This is the only one of the principles – the principle

of local self-government, analyzed by S.V. Malikov. It is also the only one principle the author gives the description of the content for. Also, this is the only principle from among the afore-mentioned, regarding which S.V. Malikov clearly refers to the provisions of the document in which this principle is contained.

Regarding the "principle (standard) of the Ministry of Internal Affairs – the right to participate in the affairs of the local authority" S.V. Malikov proposed to consider that "the etymological features of this principle ... are that:

a) such a right means the right to take decisive measures to determine or influence the exercise of the powers and duties of a local authority;

b) states within their jurisdiction must ensure this right to everyone;

c) the legislation of the country must provide for means that contribute to the exercise of this right without any form of discrimination;

d) any formalities, conditions or limitations of this right must be established by legisla-tion and comply with the international legal obligations of the state;

e) the following formalities, conditions and restrictions must be necessary to ensure:

1) ethical honesty and transparency in the exercise of powers and duties of local autho-rities;

2) functioning of real political democracy;

3) support of public safety in a democratic society;

4) fulfillment by the Party of the requirements of its international legal obligations" (*Malikov,2012: 181-182*).

This author's position and its justification should be taken into account. According to S.V. Malikov, Article 2 of the Additional Protocol to the European Charter of Local Self-Government 1985 details this principle, establishing the procedural features of its practical implementation.

Thus, although the European Charter of Local Self-Government 1985 itself was studied by S.V. Malikov in more detail than the vast majority of Ukrainian authors – specialists in municipal law, precisely the principles of local self-government enshrined in it, he paid only relatively little attention.

3. The comparison attempts

Another Ukrainian researcher who studied in detail the principles of local self-govern-ment laid down in the European Charter of Local Self-Government 1985 is B.V. Kalinovsky. He summarized the results of his scientific research in a dissertation for obtaining a candidate of legal sciences degree on the topic "Constitutional principles of local self-government in Ukraine" (2004). Unlike S.V. Malikov, B.V. Kalinovsky devoted a separate sub-section of his research to these issues – sub-section 1.3. "Implementation of the principles of the European Charter of Local Self-Government in national legislation."

First, it is important how the author succinctly characterized the European Charter of Local Self-Government 1985. As aptly noted by B.V. Kalinovsky, "The European Char-ter of Local Self-Government orients all democratic states in relation to those principles and features that must correspond to the organization and activity of local self-government in democratic countries, the relationship of local self-government in these countries with local government, which is carried out on a state basis" *(Kalinovsky, 2004: 53)*. One should agree with this description.

Secondly, B.V. Kalinovsky formulated that "when forming national principles of local self-government in domestic legislation, it is necessary to adhere to the generally recognized principles of local self-government common to all countries – members of the Council of Europe. At the same time, it should be remembered that the most important documents establishing the principles of local self-government in Ukraine are the Constitution of Ukraine and the Law of Ukraine "On Local Self-Government in Ukraine" *(Kalinovsky, 2004: 54)*. Thus, it becomes obvious the direction of the author's efforts – further improvement of the municipal legislation of Ukraine. It is through the prism of this that the study of the text of the European Charter of Local Self-Government1985 is conducted.

For example, B.V. Kalinovsky, at the outset, formulates that "the Constitution of Ukraine to a certain extent concretizes part of the principles of the European Charter of Local Self-Government in relation to the peculiarities of our state. The recognition of local self-government as the basis of the organization of local public power found its embodiment, as required by Art. 2 of the European Charter of Local Self-Government, in the Constitution of Ukraine, in particular in Art. 5, according to which, "the people exercise power directly and through state authorities and local self-government bodies" *(Kalinovsky, 2004: 55)*. Considering this initial thesis, it is advisable to get acquainted with other author's conclusions and generalizations.

Thirdly, sometimes it is not very clear why B.V. Kalinovsky interprets this or that principle from the text of the European Charter of Local Self-Government 1985. It is appropriate to consider step by step which principles he considers to be contained in the European Charter of Local Self-Government 1985.

1. The above-mentioned principle of recognition of local self-government, which is referred to as the "principle of local self-government" in Article 2 of the European Charter of Local Self-Government 1985. The author adds his understanding of the essence of this principle: "According to this principle, the relationship between the center and places, central and local authorities should no longer be built on the basis of rigid centralization or the so-called democratic centralism characteristic of the former Soviet system, but on the constitutional principles of law, organizational and material and financial independence (autonomy) of local self-government"*(Kalinovsky, 2004: 55)*. This does not cause any comments.

2. B.V. Kalinovskyi continues: "part 2 of Art. 4 of the European Charter of Local Self-Government 1985 enshrines the principle according to which: "Local authorities, within the limits of the law, have the full right to freely resolve any issue that is not removed from their sphere of competence and the solution of which is not entrusted to any other body"*(Kalinovsky, 2004: 60)*. He does not formulate his point of view regarding the name of this principle, but it is likely that it is one of the manifestations (aspects) of the principle of legal, organizational and material and financial independence within the limits of the powers defined by law – the author mentions this principle in the analyzed subsection of his research. This does not cause any comments.

3. "Part 3 of Art. 4 of the European Charter of Local Self-Government 1985 enshrines the general principle of decentralization of public administration functions, better known in Ukraine as the principle of subsidiarity"*(Kalinovsky, 2004: 64)*, – emphasizes B.V. Kalinovsky. He also draws attention to the fact that this principle should be called the "principle of subsidiarity (decentralization)". The question of whether the principle of subsidiarity and the principle of decentralization are identical requires additional research. There is no doubt that the mentioned part of Article 7 of the European Charter of Local Self-Government 1985 enshrines the principle of subsidiarity.

4. B.V. Kalinovsky states that the European Charter of Local Self-Government 1985 also enshrines the principle of the ubiquity of local self-government *(Kalinovsky, 2004: 62)*.

This statement requires at least a reference to the relevant provision of the European Charter of Local Self-Government 1985, and preferably additional authorial argumentation.

5. As the next principle included in the European Charter of Local Self-Government 1985, B.V. Kalinovskyi calls "the principle of full powers of local self-government and unlimited self-government rights", he "deduces" it from the content of part 4 of Art. 4 European Charter of Local Self-Government 1985 *(Kalinovsky, 2004: 63)*. This conclusion requires argumentation – in our opinion, this is another manifestation (aspect) of the principle of legal, organizational and material and financial independence within the limits of the powers defined by law (see the second principle in this list).

6. B.V. Kalinovskyi continues: "Part 5 of the Art. 4 of the European Charter of Local Self-Government 1985 defines the principle of adaptation of delegated powers to local conditions" *(Kalinovsky, 2004: 64)*. This conclusion requires argumentation – in our opinion, this is another manifestation (aspect) of the principle of legal, organizational and material and financial independence within the limits of the powers defined by law (see the second principle in this list).

7. The next B.V. Kalinovsky places such a principle as the principle of taking into account the interests of territorial communities, with reference to Part 6 of Art. 4 of the European Charter of Local Self-Government 1985 *(Kalinovsky, 2004: 65)*. This provision of the Charter is formulated as follows: "In the process of planning and decision-making regarding all issues that directly concern local self-government bodies, the latter should be consulted, as far as possible, in a timely and proper manner". This statement needs additional argumentation – for example, one can talk about the principle of people's rule and other principles of local self-government.

8. B.V. Kalinovskyi continues: "Article 5 of the European Charter of Local Self-Government 1985 enshrines the principle of the integrity of the territory" *(Kalinovsky, 2004: 66)*. This statement needs additional argumentation. In our opinion, this is another manifestation (aspect) of the principle of legal, organizational and material and financial independence within the limits of the powers defined by law (see the second principle in this list).

9–10. B.V. Kalinovsky states that "The Charter clarifies two basic principles affecting the personnel of local self-government bodies: free performance of their functions and unhindered participation in competitions for obtaining a place in local self-government bodies" *(Kalinovsky, 2004: 67)*. He does not refer to a specific article of the European Charter of Local Self-Government 1985, but probably refers to the second part of Article 6 "Appropriate administrative structures and resources for local self-government bodies to carry out their tasks". So, according to B.V. Kalinovsky, this part of the European Charter of Local Self-Government 1985 contains two principles of local self-government at once, namely:

- the principle of free performance of their functions by officials of local self-government bodies;

- the principle of unhindered participation in contests for a place in local self-government bodies.

The separation of these principles requires additional argumentation, for example, the second principle is seen as nothing more than one of the manifestations of the principle of equality.

11. Later B.V. Kalinovsky emphasizes the principle of "financial autonomy of local self-government, which is provided for in Art. 9 of the European Charter of Local Self-Government 1985" *(Kalinovsky, 2004: 69)*. In our opinion, this is about another manifestation (aspect) of the principle of legal, organizational and material and financial independence within the limits of the powers defined by law (see the second principle in this list) – already about the aspect of material and financial independence.

12. In relation to the provisions of Article 10 "The right of local self-government bodies to freedom of association" B.V. Kalinovsky does not offer the name of the corresponding principle, although he states its existence. Thus, the study states that "The right to create associations, which belongs to local self-government bodies, can be exercised at three different levels: among themselves – on specific issues within their country; within associations of local authorities with the right to join international associations of local authorities; with self-government bodies of another country. The European Charter of Local Self-Government 1985, without regulating the form of implementation of this principle, emphasizes its mandatory nature" *(Kalinovsky, 2004: 70)*. In order to make the author's proposal more comprehensive, it would be appropriate to formulate a name for this principle.

13. The last principle identified by B.V. Kalinovsky. He noted that "Art. 11 of the European Charter of Local Self-Government 1985, which completes the main part of the document, defines the fundamental principle according to which the freedom of action of local self-government bodies, within the limits of the powers established by law, must be protected" *(Kalinovsky, 2004: 70)*. Firstly, it is not very clear why this principle is "fundamental". Secondly, again, this principle is not titled by the author. It can be assumed that it is about the principle of state support and guarantee of local self-government.

In his research, B.V. Kalinovskyi also noted that "the democratic standards of the European Union and the Council of Europe are undoubtedly identical. And that is why the mechanism for implementing the principles of the European Charter of Local Self-Government in the practice of subjects of local self-government in Ukraine requires great attention" *(Kalinovsky, 2004: 72)*. At the time of writing his work, this fully corresponded to the realities of the development of the state and society, and this thesis remains relevant even today.

4. Conclusions

Summing up, it is worth noting: B.V. Kalinovsky has correctly interpreted at least one of the principles of local self-government from the provisions of each of the articles of the first section of the European Charter of Local Self-Government 1985; the author counts 13 principles in total. Among these principles, 11 have been named; sometimes suggested B.V. Kalinovsky title of the principle is debatable, especially taking into account the provisions of the municipal legislation of Ukraine.

Nevertheless, there are no other specialists in the Ukrainian constitutional and municipal law, that has analyzed the principles of the European Charter of Local Self-Government 1985 as thoroughly as B.V. Kalynovsky. So, this vector of the research is a trend for the Ukrainian legal science, especially taking into the account the European Integration's perspectives of Ukraine.

References

1. Kalinovsky, B.V. (2004). *Konstytutsiyni pryntsypy mistsevoho samovryaduvannya v Ukrayini [Constitutional principles of local self-government in Ukraine: Dissertation, Candidate of Legal Sciences]. K., 222 p. [in Ukrainian].*
2. Malikov, S.V. (2012). *Pryntsypy mistsevoho samovryaduvannya v Ukrayini [Principles of local self-government in Ukraine: Dissertation of Candidate of Legal Sciences]. Mariupol, 222 p. [in Ukrainian].*

3. Mishyna, N. (2022). Formuvannya byudzhetiv munitsypal'nykh orhaniv (na materialakh krayin – chleniv Rady Yevropy) [Formation of budgets of municipal bodies (based on the materials of the member countries of the Council of Europe)]. Legal Bulletin, 3, 154–160. [in Ukrainian].

4. Mishyna, N. (2021). Administratyvno-pravovi problemy derzhavnoho kontrolyu [Administrative and legal problems of state control]. Scientific works of the National University "Odesa Law Academy", Odesa, 28, 160–165. [in Ukrainian].

5. Qaracayev, C. (2022). Axiological Function of The Constitutional Court of The Republic of Azerbaijan. Juris Europensis Scientia, 3, 135-138.

6. Qaracayev, C. (2022). Local Self-government in the Republic of Azerbaijan: Problems of the Administrative Supervision. Scientific Bulletin of the International Humanitarian University. Ser.: Jurisprudence, 57, 24–27.

INVESTMENTS IN HOUSING CONSTRUCTION: FEATURES AND MODERN TRENDS

Wladimir Gottmann
General Manager, Gottmann Estate Development GmbH, Germany
e-mail: w.gottmann@yahoo.de, orcid.org/0000-0002-5719-9853

Summary

The relevance of the topic of the article is due to the importance of the problems of investing in housing construction for the economy of any country. Mechanisms for financing housing construction are very diverse and are constantly evolving under the influence of many factors: geopolitical, economic (stability of the credit and financial, insurance and stock markets, national currency exchange rate, inflation rate, solvency of the population, etc.), technological (introduction of information technologies) and etc. The traditional methods of financing housing construction are: self-financing, budget financing, credit financing, mixed financing (equity financing (equity), public-private partnership, etc.). An urgent task is to search for new mechanisms for financing housing construction, which would allow expanding the possibilities of attracting funds from the population, potential buyers, businesses, and financial intermediaries. At the same time, it is important not only to expand the possibilities of attracting additional financial resources, but also to find mechanisms to ease the financial burden of payments for investors, reduce and distribute investment risks. Modern information and communication technologies create new opportunities for technical implementation and acceleration of investment processes, contribute to the emergence of radically new mechanisms that allow diversifying risks, expanding the number of investors, easing the debt burden for potential borrowers, etc.

Key words: housing market, leasing, mortgage lending, equity financing, digitalization, crowdfunding

1. Introduction

Investment problems are always relevant, both in economic theory and practice. Since it is investments, their dynamics and trends that determine the state and vector of development of the entire economy. Of course, an important part of this problem is investment in housing construction. The relevance of studying the features of investment processes in the field of housing construction is due to the importance of housing in the life of the population. Regardless of the level of development of the country, the state of the economic situation, housing construction is an indispensable part of any economy.

That is why the sphere of housing construction is very attractive for investment. At the same time, the scale and dynamics of the development of the housing construction sector are influenced by the state of the economic situation (phases and cycles of economic crises), the COVID-19 pandemic, the war in Europe, etc. This sector is dynamically developing and transforming under the influence of the turbulent processes of our time: globalization, digitalization, platformization, ecologization, etc. Under the influence of the negative trends of the global economic crisis, there is a slowdown in economic growth, a decline in production, an aggravation of inflationary processes, and a market capital crisis. This, of course, has an impact on the

sphere of investment in housing construction, since during a crisis people are less inclined to buy property, preferring to wait until better times.

2. Features of the housing construction market

The housing construction investment market is generally characterized by high profitability, liquidity, investment reliability, and a relatively low level of risk. It also has significant variability. The variability is manifested, first of all, in the fact that not only the resources of business and professional investors are involved in investment, but also the funds of the population and state funds (due to the need to perform a social function). As a result, there are many options for mixed (joint) forms of investment. And the practice of such co-financing continues to develop and take on new forms in all countries. In addition, the goals of investment are also variable. In its intended purpose, housing satisfies vital and important needs in human life: security, place of residence, recreation, communication, entertainment, etc. In addition, housing can become a source of income when it is rented out.

In general, housing as a commodity has certain characteristics. First of all, this product refers to real estate that cannot be physically moved. Therefore, the process of its purchase and sale is a separate area of economic and legal services. Although housing is a commodity of prime necessity, it is still quite an expensive commodity. This means that, on the one hand, access to it is limited by effective demand and the income level of the population. On the other hand, there are opportunities for investment and development of its various forms and mechanisms.

Thus, housing is an investment good, and the way it is acquired is an investment process. The receipt of this product by the owner in the future can bring income to its owner or – satisfaction of the need for housing. Also, the housing market has an investment character, since it is able to have a significant effect on the economy. Production – housing construction – involves the involvement of significant volumes of other goods and employed workers. Also, the operation of housing by its owner requires a significant amount of other goods (furniture, household appliances, utilities – the so-called complementary goods). Therefore, in fact, the development of the housing market contributes to the development of many other markets, and thus it is able to initiate macroeconomic growth through multiplier effects.

The investment process in housing construction is a set of successively implemented processes of accumulating monetary resources from different sources, investing them in projects for the construction of residential buildings and / or integrated development of territories in order to receive investment income from their implementation and subsequent reinvestment of the income received in new investment projects of housing construction.

Thus, the 2020 World Bank report *(Housing…)* notes that housing plays a key socio-economic role and represents the main wealth in most developing countries. The UN estimates that the world population will reach 8.5 billion by 2030, with almost 60% of the population living in urban centers. By 2030, 3 billion people will need new housing and basic urban infrastructure. With rapid urbanization putting pressure on housing systems, many urban dwellers will not be able to afford formal housing without proper housing finance solutions.

This actualizes the need to search for innovative forms and methods of investment processes in the field of housing construction. That being said, it should be kept in mind that housing finance is also an important component in the process of deepening financial markets through sophisticated capital market products and links to a local and global institutional investor base. In this regard, the applied literature argues for the development of new financing schemes, which include access to long-term financing through capital market instruments, such

as liquidity facilities and mortgage-backed bonds, as well as improved systems to stimulate long-term savings.

Investing in housing construction is an urgent problem of modern economic science and practice. Among the influential authors who develop the problems of investment in housing construction, can single out Agrawal A.K., Catalini C., Goldfarb A. *(Agrawal, 2013)*, Ahlers G., Cumming D., Günther Ch., Schweizer D., *(Ahlers, 2015)*, Firek A.M. *(Firek, 2017)*, Gostkowska-Drzewicka, M. *(Gostkowska-Drzewicka, 2016)*, V. Kuppuswamy, Lehner O.M. *(Lehner, 2013)*, Mollick, E. *(Mollick, 2014)*, P. Belleflamme, L. Hornuf, A. F. Gallego *(Gallego, 2011)*, Schweizer D., Zhou T. *(Schweizer, 2016)*, Jeff Howe *(Howe J., 2012)*, Schwienbacher A. *(Schwienbacher, 2010)*, Vogel, J.H., Moll, B.S. *(Vogel, 2014)*. Despite the wide representation in the scientific literature, the search for new forms of investment or lending to housing that would make it more affordable and at the same time alleviate (as much as possible) the financial burden for borrowers remains relevant.

Traditionally, housing construction is financed through the use of household savings or funds accumulated by legal entities. At the same time, for investing in housing construction, borrowed funds from investors are most often used – through the issue of bonds, investment contributions, contributions from investment funds, trust companies or housing construction cooperatives. Also, the purchase of housing can be carried out through mixed sources of financing (savings of individuals and legal entities, attraction of public funds to partially offset the payment of interest (social housing) or pay part of the cost of housing). Investments in housing construction are understood as investments in the form of capital, direct, long-term investments of any form of investor ownership (state, private, mixed, foreign, general) for the purpose of creating, expanding, renovating and acquiring housing stock. The purpose of investing in construction is to receive a certain amount of income from investing all types of resources, property, values as a result of the process of investing in construction investment projects, programs and integrated solutions.

3. Housing finance forms

Each country has a different balance between the public and private share of total funding provision. Currently, in the field of housing construction, there is a combination of various methods, organizational forms and financing mechanisms. The main source of financing for housing construction in developed countries are private investments of individuals with the attraction of bank loans. At the same time, construction companies use external financial resources, including: attracted funds from investors – legal entities (partners); attracted funds of equity participants (individuals and legal entities); borrowed funds of financial and credit institutions; issue of securities. Consequently, it is possible to allocate budgetary and extra-budgetary funds as the main sources of housing construction financing (internal: profit, depreciation; external: bank loan, housing certificate, equity participation, mortgage loan); private investments (funds of individuals and legal entities, companies, non-profit organizations, associations, which may consist of own and borrowed funds); state funds (funds of different levels of the budget of the authorities, invested in order to provide citizens with housing); mixed investments (funds of investors of various groups, public-private partnership); foreign investments (funds of foreign companies).

Analysis of modern economic literature *(Mortgages …; Daniel, 2008; etc)* made it possible to systematize the methods of financing housing construction, taking into account the organizational forms of financing and its instruments. The traditional methods of financing housing construction are:

- self-financing – when the recipient of housing independently pays for the purchase of all necessary construction goods and services at all stages of the investment process;

- budget financing – direct allocation of public funds to certain categories of housing recipients, banks, developers, etc.;

- credit financing – a system of various forms of lending for recipients, developers and other subjects of housing construction;

- shared financing – equity financing (joint-stock), public-private partnership, etc.

Self-financing is the use of profits, depreciation, redistribution of cash flows between investment objects. Shared financing of housing construction is a form of construction in which the company receives money from the buyer, and in return undertakes to provide him with an apartment of the parameters agreed in the contract. This method of financing is associated with the division of the right to own an enterprise and is used in such organizational and legal forms of entrepreneurial activity as partnerships and joint-stock companies in their various modifications. Shareholders can be both legal (organizations) and individuals. Initially, the investor, as a rule, assumes the obligation to invest in the construction and ensure that the construction is completed by a certain date. In turn, the shareholder (subinvestor) undertakes to invest in construction by depositing funds (or in any other way). Payment is made in stages, in installments, the apartment is redeemed before the end of construction.

This method of financing is associated with the division of the right to own an enterprise and is used in such organizational and legal forms of entrepreneurial activity as partnerships and joint-stock companies in their various modifications. Shareholders can be both legal (organizations) and individuals. Initially, the investor, as a rule, assumes the obligation to invest in the construction and ensure that the construction is completed by a certain date. In turn, the equity holder (subinvestor) undertakes to invest in construction by depositing funds (or in any other way). Payment is made in stages, in installments, the apartment is redeemed before the end of construction.

Participants in shared construction are the customer (legal or natural person acquiring the right to development in accordance with applicable rules); general contractor (construction company that carries out general construction management); subcontractor (a company engaged by the general contractor to perform certain works and services or supply materials); investor (legal or natural person attracted to finance the construction).

The advantages of shared construction compared to the direct purchase of housing in the primary real estate market are phased payment; indexing only the residual cost of construction under the contract; the cost of purchasing housing in shared construction, which, as a rule, is 10–20% lower than the market value of housing. When attracting funds from equity holders, several options for equity participation are used: equity participation with a 100% lump-sum payment; equity participation with staged payment; equity participation with offset of available housing.

Credit financing of developers and buyers involves the use of investment loans as organizational forms; project financing; mortgage loans; bond and bill loans; housing leasing; housing savings cooperatives. Currently, new financial and credit mechanisms for housing construction are being actively developed, new forms of attracting extrabudgetary sources of financing are emerging. Financing of housing construction objects with the use of non-state funds raised from individuals and legal entities, including those transferred for management, is becoming quite in demand. This can be done through construction financing funds, real estate transaction funds, joint investment institutions, as well as through the issue of target bonds of enterprises, the fulfillment of obligations for which is carried out by transferring a housing construction object (part of the object).

Currently, mortgage housing lending dominates in the area of housing acquisition, through which in developed countries up to 80-90% or more of all housing purchased in owner-ship is financed. Mortgages have four main characteristics [Daniel, 2008]: loan amount (prin-cipal amount); duration (or term) of the loan; loan repayment schedule (monthly payments or lump sum) and interest rate. So, a mortgage with a fixed interest rate is a mortgage loan in which the interest rate does not change during the entire term of the loan. Adjustable rate – the mortgage interest rate is linked to the underlying index; at agreed intervals, as the index adjusts, as do the interest rate and monthly payments. For example, in the US, the most common type of mortgage is the 30-year, self-absorbing, fixed-rate mortgage, where each payment is the same amount and pays a portion of the interest. and part of the principal until the loan is repaid.

In recent decades, the housing leasing market has been developing quite actively, which provides for the financing of housing construction carried out by leasing companies, which, by purchasing housing from construction organizations at the request of the lessee and renting it out, simultaneously lend to the lessee. As one of the significant advantages of housing leasing, one should consider the absence of the need for mandatory registration of a pledge for the pur-chased housing. Legally, a leasing company enters into a leasing agreement with an individual, according to which it pays the construction organization the cost of housing and leases it to this individual. At the end of the lease term, the leasing company transfers ownership to the lessee.

One of the most effective organizational forms of attracting financial resources is project financing, which provides for financing the construction of apartment buildings through escrow accounts (special escrow accounts that accumulate citizens' funds until the construction of the house is completed). The modern economic literature provides many definitions of the defin-ition of project finance, which can be systematized in the form of the following concept: project finance can take the form of financing the construction of a new capital facility, and the bor-rower is usually a special purpose entity that is not allowed to perform any functions other than development, ownership and operation of the facility. The repayment of investments depends, first of all, on the cash flow of the project and on the collateral value of the project assets *(Basel Committee… 2004)*.

The origins of project finance can be traced back to the Middle Ages, when the Brit-ish Crown sponsored silver mines with non-recourse loans from Italian merchant banks *(Henisz, 2014)*. However, the widespread practice of project finance only began in the early twentieth century with oil exploration in the United States *(Esty, 2014)*. The modern project finance toolkit as a financial risk management tool was developed in the 1980s when it became the main vehicle for financing large energy projects in the United States. And between 1991 and 2012, project finance raised over $2.5 trillion to finance over 6,000 international projects) *(Subramanian, 2016)*.

In the construction industry, project financing was first used in the United States in the mid-1970s, and according to this system, the developer finances the project with its own funds or bank loans, and receives funds from equity holders (apartment buyers) from the escrow account after the project is put into operation. At the same time, scientists focus on the issue of risk distribution in the framework of project financing *(Brealey, 1996)*. This is because most investments in public funds involve large-scale investments in assets tied to a particular loca-tion in highly uncertain conditions *(Hainz, 2012)*. For corporate finance, this makes projects too risky, leading companies to seek to identify the most important sources of risk and develop risk management strategies (eg contracts, equity) to address them. The use of such strategies allows certain sources of risk to be transferred to parties that are better able to manage them.

Depending on the scale, bank project financing and corporate project financing are distinguished; according to the level of risk allocation, project financing can be recourse, non-recourse and limited recourse; and depending on the method of mobilization and sources of resources: project financing, carried out at the expense of the project participants' own funds; bank loans; investments (placement of shares in the primary market, share contributions); bond loans; corporate loans; leasing. Thus, combined with project sharing and non-recourse cash-flow lending, risk sharing allows sponsors to make investments that would not otherwise be economically viable. By transferring a project to a non-recourse legal entity, sponsors protect their core operations from financial costs *(Subramanian, 2016).* In addition, the high level of leverage increases the return on equity and makes investment in project finance a profitable business for sponsors *(Brealey, 1996).*

Bond and bill loans are a widespread mechanism traditionally used to attract additional financial resources to large-scale investment projects. Securities in housing construction are documents confirming the owner's ownership of any property or amount of money that cannot be sold or transferred to another person without presenting the relevant document. So, the developer company issues bills of exchange for a certain amount and sells them to a construction participant. Upon completion of construction, the owner of the bills can receive an apartment or pay off the bills from the developer with the interest promised at the beginning of the issue.

The main advantages of using housing loan bonds in a financing scheme in comparison with equity construction include: a high level of liquidity and reliability of securities, the possibility of repayment of funds, and an increase in the value of bonds over time. In general, a bond as a security is a debt obligation, according to which the borrower guarantees the lender the payment of a certain amount after a specified period and the payment of an annual income in the form of a fixed or floating interest.

A housing construction cooperative (HBC) is created for the construction of a specific house, construction is financed mainly from the shares of the housing cooperative, which has an appropriate agreement with the developer. A cooperative is a non-contractual form of association of citizens on the basis of membership, uniting and directing their material resources to meet their needs in obtaining housing or improving housing conditions. Resources from this fund are used to purchase apartments for shareholders who have contributed 50% of the estimated cost of the apartment and are the first in line. In the future, the shareholders, to whom the cooperative has provided 50% of the cost of the apartment, return to the mutual aid fund the money that the cooperative spent on purchasing the apartment.

At present, construction financing has also become widespread through the creation of joint investment institutions (venture funds), which can be corporate or mutual. The content of this financing is that the developer forms a venture fund by selling investment certificates to a certain number of investors. A corporate fund is a legal entity formed in the form of a joint-stock company and carrying out exclusively joint investment activities. In turn, a mutual fund is a set of assets owned by the participants of the fund on the basis of the right of common shared ownership, are managed by an asset management company and are accounted by it separately from the results of its economic activities.

4. Current trends in investment in housing construction

Due to the impact of the global crisis and negative trends (COVID-19, Russian aggression), the financial situation in the housing market is very unstable. Thus, the World Economic Forum 2022 report "Five Strategies to Help Solve the Global Housing Crisis" *(Here…)* notes that more than half of US households cannot afford a $250,000 home, while the average home

price across the country is \$408,100. Approximately 11 million Americans spend more than 50% of their income on rent. In Hong Kong, renters spend a record 50.3% of their income on housing. Last year, rents in Phoenix, Arizona increased by 30%. Single-family home rental prices in the US rose by a record 7.8%. Home prices for sale rose 16.9%, faster than household income growth. The stock of homes for sale fell 48.7% from January 2019 to December 2021 to an all-time low of just 753,102 units available for a country of 333 million people. These trends, according to experts, are directly related to the problems of the financing market, both for large investors and for citizens seeking to invest in the purchase of housing.

In such a situation, the problems of finding new investment mechanisms are actualized. Modern information technologies contribute to this and lead to revolutionary changes in the processes of investing in housing construction, the dynamic development of which is accompanied by the creation of digital platforms. There are such innovative forms and methods of investment as: crowdfunding, crowdinvesting, crowdlending, real estate investments through cryptocurrencies and blockchain. All these new phenomena fundamentally change the structure and management of business, models of interaction with the consumer, including investment processes.

5. Conclusions

The housing construction market is an important part of the economy of any country. Due to the characteristics of such a product as housing (essential item, high price, investment nature, etc.), this market is constantly evolving and acquiring new forms. An urgent task is to search for new mechanisms for financing housing construction, which would allow expanding the possibilities of attracting funds from the population, potential buyers, businesses, and financial intermediaries. At the same time, it is important not only to expand the possibilities of attracting additional financial resources, but also to find mechanisms to ease the financial burden of payments for investors, reduce and distribute investment risks. Modern information and communication technologies create new opportunities for technical implementation and acceleration of investment processes, contribute to the emergence of radically new mechanisms. All these processes are of considerable interest for further scientific research.

References

1. Agrawal A.K., Catalini C., Goldfarb A. (2013). Some simple economics of crowdfunding. Working Paper 19133, National Bureau of Economic Research, Cambridge, 1–47. URL: https://www.nber.org/papers/w19133
2. Ahlers G., Cumming D., Günther Ch., Schweizer D., (2015) Signaling in Equity Crowdfunding. Entrepreneurship Theory and Practice, Volume 39 Issue 4, July 2015. URL: https://journals.sagepub.com/doi/10.1111/etap.12157
3. Basel Committee on Banking Supervision (2004) International convergence of capital measurement and capital standards – a revised framework, vol June. Bank for International Settlements, Basel.
4. Beidleman CR, Fletcher D, Vesbosky D (1990) On allocating risk – the essence of project finance. Sloan Manag Rev 31:47–55 URL: https://www.proquest.com/openview/0760d-c2693e594d50c404cf597a8c15f/1?pq-origsite=gscholar&cbl=26142
5. Brealey RA, Cooper IA, Habib MA (1996) Using project finance to fund infrastructure investments. J Appl Corp Finance 9:25–39 URL: https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1745-6622.1996.tb00296.x
6. Daniel J. McDonald and Daniel L. Thornton, "A Primer on the Mortgage Market and Mortgage Finance", Federal Reserve Bank of St. Louis, January/February 2008, http://research.stlouisfed.org/publications/review/08/01/ McDonald.pdf

7. Esty B, Chavich C, Sesia A (2014) An overview of project finance and infrastructure finance–2014 Update. In: Working paper. Harvard Business School, Boston. URL: https://hbsp.harvard.edu/product/214083-PDF-ENG

8. Firek, A.M. (2017). Real Estate Crowdfunding – Tłum jako alternatywne źródło finansowania nieruchomości, Rynek – Społeczeństwo – Kultura, No 3(24). URL: https://www.academia.edu/99311447/Real_Estate_Crowdfunding_T%C5%82um_jako_alternatywne_%C5%BAr%C3%B3d%C5%82o_finansowania_nieruchomo%C5%9

9. Gallego A.F.A. (2011). Crowdfunding: decisiones de implementación en las industrias creativas de países emergentes Kepes, V.8, N 7 págs. 159–169

10. Gostkowska-Drzewicka, M. (2016). Crowdfunding jako źródło finansowania inwestycji wnieruchomości, Finanse, Rynki Finansowe. Ubezpieczenia, No 1/2016(79), 62–65.

11. Hainz C, Kleimeier S (2012) Political risk, project finance, and the participation of development banks in syndicated lending. J Financ Intermed 21:287–314.

12. Henisz WJ (2014) Corporate diplomacy: building reputations and relationships with external stakeholders. Greenleaf Publishing, Sheffield; Kensinger and Martin 1988.

13. Here are five policies to help solve the global housing crisis URL: https://www.weforum.org/agenda/2022/03/how-to-solve-the-global-housing-crisis/

14. Housing Finance URL: https://www.worldbank.org/en/topic/financialsector/brief/housing-finance

15. Housing Finance in South Eastern Europe: Materials by the seminar organized by Council of Europe on housing finance for the South East Europe Housing Network on Housing Finance. URL: http://pdc.ceu.hu/archive/00005330/01/Compara tive_Studies_Housing_Finance_in_SEE.pdf (15.03.2017)

16. Howe J. (2009) Crowdsourcing: Why the Power of the Crowd is Driving the Future of Business [Book Review]. New York, NY: Crown Business https://www.researchgate.net/publication/280205170_Crowdsourcing_Why_the_Power_of_the_Crowd_is_Driving_the_Future_of_Business_Book_Review_2009_Jeff_Howe_New_York_NY_Crown_Business.

17. John TA, John K (1991) Optimality of project financing: theory and empirical implications in finance and accounting. Rev Quant Finance Account 1:51–74

18. Lehner O.M. (2013). Crowdfunding social ventures: A model and research agenda. Ventur. Cap. 15, 289–311 URL: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2102525

19. Mollick, E. (2014) The dynamics of crowdfunding: An exploratory study. J. of business venturing. 2014. Vol. 29, № 1. P. 1–16.

20. Mortgages in the USA. URL: http://www.emigrate2.co.uk/ emigrate-to/emigrate-to-usa/mortgages-inamerica/; Housing Finance in South Eastern Europe: Materials by the seminar organized by Council of Europe on housing finance for the South East Europe Housing Network on Housing Finance. URL: http://pdc.ceu.hu/archive/00005330/01/Compara tive_Studies_Housing_Finance_in_SEE.pdf (15.03.2017)

21. Schweizer, D., Zhou, T. (2016). Do Principles Pay in Real Estate Crowdfunding? Do Principles Pay in Real Estate Crowdfunding? Journalof Portfolio Management, Vol. 43, No. 6, 2017. URL: https://papers.ssrn.com/sol3/papers2.cfm?abstract_id=2846892.

22. Schwienbacher A. (2010) Crowdfunding of small entrepreneurial ventures / A. Schwienbacher, B. Larralde // The Oxford Handbook of Entrepreneurial Finance / ed. D. J. Cumming. Oxford, Oxford University Press, 2010.

23. Subramanian KV, Tung F (2016) Law and project finance. J FinancI Intermed 25:154–177.

24. Vogel, J.H., Moll, B.S. (2014). Crowdfunding for real Estate. The Real Estate Finance Journal, Summer/Fall, p. 11. URL: https://faculty.tuck.dartmouth.edu/images/uploads/faculty/john-vogel/crowdfunding_real_estate.pdf

FEATURES OF THE GRAPHIC REPRESENTATION OF MILITARY LIFE DURING THE FIRST AND SECOND WORLD WARS AND IN THE INTERWAR PERIOD

Yaryna Horichko

Lecturer, Assistant Professor at the Department of Design and Fundamentals of Architecture,
Lviv Polytechnic National University, Ukraine
e-mail: andreevaarina430@gmail.com, orcid.org/0000-0002-9471-4228

Summary

The work examines the issue of the peculiarities of the graphic representation of military life during the First and Second World Wars and in the interwar periods. The impact of military conflicts on art and the graphic reaction to the events of that time is analyzed. Accordingly, the purpose of the work is reduced to a comprehensive comparative analysis of the graphic representation of military life during the First and Second World Wars and in the interwar periods. The article reflects a variety of techniques for the visual transmission of military life, including drawing, painting, posters, and photographs. The desire for conventional forms of conveying images of war is due to the importance of symbolic subtexts. The role of art in the transmission of emotions, moods and messages about war events, as well as the influence of these representations on public opinion and consciousness, has been studied and defined.

Changes in the graphic representation of military life during the period of the First and Second World Wars, from realistic images to more abstract and symbolic approaches, are studied. Due to this, the role of artists, photographers, and other creative personalities in shaping the image of military life is identified and it is shown how these changes reflect the social, political, and cultural changes of that time. The interaction of various ways of generalizing this problem with conventional methods of expression and innovations in stylistics is emphasized. Features of the Soviet poster, which characterized the development of this art form in the post-war period, are systematized. In general, the article offers an in-depth analysis of the graphic representation of military life during the First and Second World Wars and the interwar period. It promotes understanding of the importance of art and graphic images in reproducing historical events and reflecting the   moods and emotions of the time.

Key words: periodical publication, printed products, graphic design, agitation, propaganda.

1. Introduction
1.1 Relevance of the subject

Speaking about the First and Second World Wars in the language of facts, authentic documents, including letters, official documents, and images (posters, brochures) play a special role and importance in recreating key events. It was printing products and periodicals that remained the main and most powerful propaganda medium during the war and interwar periods. Both posters and caricatures of the first half of the twentieth century were fully consistent with the general and special functions of journalism, which eventually led to the use of graphic images as the most successful of the potentially possible tools for forming a new information space.

Accordingly, before and during the First and Second World Wars, the widespread use of graphic products in ideological confrontation contributed to the spread and consolidation of values, the formation of historical consciousness, and the emergence of a new model of world perception. In addition, this trend led to the dissemination of information that actively influenced the recipients, providing them with examples to follow or, conversely, encouraging them to take action or inaction.

2. Literature Review

A significant amount of this product, which is still known throughout the world today, is of foreign origin. The American and European press was perhaps the most responsive to the events and phenomena that took place in the world. Against this background, domestic examples (in particular, those of artists from Western Ukraine) are quite contrasting both from a content point of view and in terms of the overall visual image. This issue was directly or indirectly in the circle of scientific research of such researchers as Bondar (2014), Koliada, Maievskyi, (2012), National University of Ostroh Academy (2007), Orlyk (2022), Skrypnyk (2020), Tykhonenko (2017). However, the works of these authors include only a certain historical period, without studying the comparative component. That is why the purpose of our study is a comparative analysis of the graphic representation of military life during the First and Second World Wars and in the interwar periods.

3. Summary of basic information

The facts of information influence on the general population have been known since ancient times. With the development of civilization, they have been systematically improved, adapted to new requirements and realities, and in the twenty-first century are actually characterized by a high degree of proactivity. Information openness actually serves as a bridge through which communication processes, including in the geopolitical sphere, are reflected. Analyzing the emergence of the information society as a new reality of the twenty-first century, which actually combines systemic elements of local cultures with communication factors, it should be noted that its development causes both positive changes and potential disasters in the information sphere. These disasters can be of a technical and man-made nature, as well as humanitarian ones, associated with the destruction of ethical and social norms that contribute to the harmonious development of society. Technological advantages are becoming one of the prevailing means of political domination and coercion in the geopolitical sphere.

This is especially evident with the outbreak of the First World War. Radio was not yet such a popular means of broadcasting information, loudspeakers were primitive, which is why printed materials were chosen as a reliable and no less effective propaganda tool. The main types include fake ration cards, newspapers, posters, leaflets, brochures, and letters from prisoners of war. The artistically designed and ideologically aligned works were published in large editions and distributed throughout all regions of Ukraine *(Tykhonenko, 2017, p. 42)*.

Posters were especially popular: bright, large-scale symbolic images with a catchy text slogan, made for propaganda or agitation purposes. The pre-war poster was exclusively advertising or charitable, while the editions dated from 1916, dedicated to the country's military position, became the first posters that were at the intersection of advertising and political, and predicted the post-revolutionary flourishing of the Ukrainian political poster.

A considerable amount of this type of graphic production is contained in the archives of the Scientific Library of Ivan Franko National University of Lviv. Both of them have a clear goal: to glorify the role and importance of Polish legionnaires. Given the territorial affiliation of Western Ukraine at the time of World War I, almost all posters were distributed in Polish. The front side of the sheet is conditionally divided into two horizontal parts, with one depicting a soldier with a rifle, a symbol of a brave warrior fighting to restore Poland's independence; the other a large text fragment: «*Narod polski pokazał, że pomimo długiej niewoli żyje i umie walczyć o swoją przyszłość niezależna. Po raz pierwszy od dzisicioleciej stanal na rowne z innemi narodami przez stworzenie Legionow Polskich…*» ("*The Polish people have shown that despite their long captivity, they are alive and able to fight for their independent future. For the first time in ten years, it (the country) was on a par with other nations, creating Polish legions…*").

Fig. 1. Poster «Legiony polskie»,
1915

Fig. 2. Poster
«Do krwi, ostatniej kropli z żył»,
1920

Figure 2 shows a small black-and-white poster (35×24.5 cm) with the life-affirming, stimulating slogan "To the blood, the last drop from the veins". We can see a fairly typical visual motif with two (often more) soldiers sitting on their haunches close to a machine gun, ready to fight. The other is not far away, as the rear and support of a fellow soldier. The poster is a lithograph from a drawing by the famous Polish painter, artist, and caricaturist Kamil Maciej Mackiewicz. Realizing his labor potential for the benefit of the Central Propaganda Committee, he created posters, posters, and banners calling for participation in the Polish-Bolshevik war. Most often, these posters are based on quick pencil drawings, dominated by emotional visuals and slogans.

The image in Figure 3 shows a brave Polish lancer preparing to strike at the enemy with his sword. At the bottom of the image is an inscription: "Bij bolszewika". The lithograph was produced in Lviv in 1920 at the Adolf Hegedius art and lithographic establishment located on St. Michał Street (now Yu. Drohobych Street). The dimensions of this poster were 68×43 cm, not quite impressive in size.

This image demonstrates how the means of the influence of a political poster were formed: a close-up figure with clearly defined facial features, simulating a situation of close communicative contact with each of those who see it. An important compositional technique is the use of a frame or framing of the poster field. Speaking of the perception of two-dimensional images,

Fig. 3. «Bij bolszewika», 1920

in this case, the pronounced visual emphasis on the frame is a technical means of organizing a "window" into another reality, which the poster tells about, and a tool for "adjusting the gaze" (later this technique was used by television). The leading compositional principle is to emphasize the center through the interaction of two or three spatial plans and an active color dominant.

Compositionally, the propaganda posters contained an open or hidden call to action, put in the mouths of famous, ordinary people or symbolic characters. They openly encouraged people to fulfill their civic duty to the state, to be brave, to voluntarily join the army, not to give valuable information to spies, etc.

It was during the First World War that photographic technology improved significantly, leading to the proliferation of compact cameras and making photography accessible to the general public. Therefore, for soldiers in the "occupied" armies, photography was not something out of the ordinary or out of reach. In addition, the German army often used photographs for military purposes, especially for reconnaissance. Enemy positions, towns, and villages were periodically photographed from the air. Many soldiers, having cameras, could capture not only scenes of military life but also the life of the local population, as well as create landscapes and natural images. Today, a significant number of photographs taken by amateur military photographers are unique documents that allow us to see disappeared architectural monuments and reveal unknown pages of the history of the First World War.

In addition to amateurs, there were, of course, many professional photographers who worked in field publishing houses and printing houses of military units. They used the photographs they obtained in the field to create a large number of postcards that were later sent to their soldiers, and often these postcards were distributed free of charge. The publishing house "Verlag Gebrüder Hochland" of the Hochland brothers from Königsberg should be noted for its special skill in this matter. The photographer A. Külevindt, who worked for this publishing house, showed extraordinary professionalism and an unsurpassed ability to choose interesting subjects and convey dynamics in his photographs. Even ordinary marshes or fields looked fascinating on postcards thanks to his skill in choosing an angle and using a dynamic subject. A significant number of images were taken on the territory of Volyn.

The First World War and the defeat of the Ukrainian People's Republic triggered a new wave of Ukrainian emigration. During this period (1919–1929), the Austrian capital Vienna became the center of the Ukrainian publishing movement *(National University of Ostroh Academy, 2007, p. 437).*

Fig. 4. Resting near the church in the village of Stobychva (now Kamian-Kashyrskyi district). Hochland Brothers Publishing House, Königsberg, 1917

Many well-known publishing houses that had previously operated in Ukraine moved to Vienna, such as Dniprosoyuz, Dzvin, Vernyhora, and the Katerynoslav Publishing House. Since 1926, the Ukrainian Scientific Institute in Berlin has become a center where the best scientific and educational forces of the Ukrainian emigration have gathered. After the First World War, dozens of Ukrainian newspapers and magazines were published in Germany, with a total circulation of about one million copies.

Fig. 5. Lutsk street in Kovel. Karl Harbauer's publishing house, Vienna, 1916

Karl Harbauer's publishing house (1912-1929) published the largest number of postcards on Volyn topics. During the First World War, this company produced postcards for the Austro-Hungarian army, which was a significant part of their activities. By order of the military publishing house, which was associated with the field bookstore of the 4th Guards Army of the 340th Field Post, a large series of photo postcards was created in 1916–1917. This series consisted of several thousand postcards depicting the landscapes of towns and villages located almost along the entire line of the eastern front, from Western Galicia to Northern Polissya. A large number of these postcards were presented by Volyn.

The "publishing front" was hot during the Second World War. The peculiarity of the types of propaganda printed materials was their target audience. Posters and posters were for their own people, leaflets were for the enemy *(Bondar, 2014, p. 3)*. The rhetoric of such graphic products changed significantly, as Western Ukraine (in the sense of the current territorial boundaries) was annexed to the USSR (September 1939). In particular, the pathos of victorious offensives gradually disappears, and manipulation by its customers almost ceases. The Ukrainian poster, developing in close contact with the posters of other republics, retains its uniqueness. It has a unique palette of literary and folklore heroic symbols and images of the native land and the unbreakable historical spirit, as noted by Koliada and Maievskyi in their article on the national essence of the Ukrainian poster (p. 2).

From a poster like an advertising speech, the World War II war poster directly addresses each individual. The chronology of historical events embodied in the graphic reflects an important trend: that the poster is a sincere call to unite, defend, work, liberate, and be proud of your country. It appeals to the deepest human values, which include the defense of one's freedom, dignity, native land, preservation of life, and native language. This allows us to assert that within the framework of a strict regime during the war, the artist gains inner freedom. Unlike the posters of the pre-war period, which were almost entirely politically motivated, the posters of the war show creative "freedom in choosing the theme, plot, and image" *(Hladun, 2018, p. 41)*. In this context, the artists' desire to create coincides with the national task of mobilizing to fight the enemy. The uniqueness of the war poster as an artistic phenomenon lies in its high content of the theme and the unity of content and form. The realism of the final image, understandable to everyone, becomes a sincere, patriotic call to fight.

Fig. 6. Poster "Shevchenko's anger is a weapon of victory" by V. Kasiyan, 1942

Let's take, for example, a poster created by V. I. Kasiian, an artist born in Mykulintsy village, Ivano-Frankivsk region. Figure 5 shows a portrait of the national symbol, the majestic poet Taras Shevchenko, in ink (though watercolor often appears in the artist's series of thematic

posters). The quote from Shevchenko below corresponds to the events depicted in the background (a picture of the struggle against fascist rule). In this way, laconicism, patheticism, and systematization of the main idea are achieved. At the same time, duality as a strategic technique allows us to show the close relationship between the past and the present. This work vividly reflects belonging to the ethnic basis, as the content and form of the work is reduced to the integration of national heroes, the transformation of signs, and passionate lines of Ukrainian poetry.

From 1952 to 1975, eleven Ukrainian publishing houses operated in West Germany, ten of them in Munich and one in New Ulm. There were also five Ukrainian printing houses. The State School of Oriental Languages in Paris, now called the Institute of Oriental Languages, was a source of various documents related to the modern history of Ukrainian emigration after 1917. In the postwar period, a new non-periodical printed organ appeared in Paris, the Ukraine magazine. In general, the language of the graphics of the victory poster of the postwar years and the Soviet era was significant for everyone in our country, as Soviet symbols and attributes dominated the information space (Fig. 6).

Fig. 7. The winning poster, 1946

Firstly, the Soviet poster had a bright style and characteristic aesthetics that distinguished it from other art forms. Bright colors, expressive contours, solid shapes, and dynamic compositions were often used. This created the effect of attracting attention and fixation and contributed to their mass appeal. Secondly, the Soviet poster had a strong ideological orientation. It was a universal means of communication that conveyed political, social, and ideological messages of the Soviet regime. Poster graphics served as a means of mobilizing and supporting the population, spreading the ideas of socialism, and promoting communist values and Soviet ideology. Thirdly, the Soviet poster used a wide range of graphic techniques and styles, including photorealism, constructivism, socialist realism, and others. This made it possible to convey a variety of themes and moods that ranged from heroism and patriotism to social criticism and political commentary. The graphic solutions of the poster gracefully expressed the artist's idea and conveyed a powerful emotional charge.

The modern language of mass communication requires new approaches to the transmission of poster images and other methods of presenting the theme of war and victory. In considering the dynamics of the development of the means of expression of the political poster (which previously included the military-patriotic poster) - ideological, figurative, compositional, and graphic - one should rely on the national tradition of the Soviet period when the political poster demonstrated the greatest diversity in development and received state support.

4. Conclusions

Thus, based on the results of the study, we can conclude that the graphic representation of the wartime (interwar) period of the twentieth century was reflected in newspapers, posters, postcards, brochures, and letters. The most popular are posters, the content of which during the First and Second World Wars was filled with patriotic, emotional, and truthful ideas that were conveyed in a concise and expressive manner. These posters had a realistic form of expression that used images and was understandable and accessible to a wide audience. The harmonious combination of content and form ensured the Ukrainian posters' informational success in achieving their objectives. They not only effectively facilitated communication, but also became works of art. The main requirement for this type of graphic is that it should be large enough to be visible from a distance, easy to read, and well perceived by the viewer. Artistic techniques often used in posters include artistic metaphor, images of differently scaled figures, contour markings of objects, and the simultaneous combination of photographs with drawings and paintings. A special role is played by the font, its color, and location. As prospects for further scientific research, we consider it relevant to study the issue of a comprehensive analysis of graphic forms of agitation characteristic of Hitler's Germany and Putin's Russia.

References

1. Bondar, Yu. (2014). Posters, posters, and leaflets in the context of social and political communications. Bulletin of the Book Chamber, 7, 1-7 [in Ukrainian].
2. Hladun, O. (2018). Ukrainian Poster of the Second World War: Content and Form. Art History of Ukraine, 18, 39–45 [in Ukrainian].
3. Skulysh, Ye. D. ed. (2012). History of Information and Psychological Confrontation: a textbook / Ya. M. Zharkov, L. F. Kompantseva, V. V. Ostroukhov, V. M. Petryk, M. M. Prysiazhniuk, Ye. D. Skulysh; edited by Ye. D. Skulysh K.: Scientific and Publishing Department of the National Security Service of Ukraine. [in Ukrainian].
4. Koliada, I. A., Maievskyi, O. O. (2012). National Images in the Ukrainian Poster of the World War. Ukraine in the ethnocultural dimension of the centuries: a collection of scientific works. Kyiv: Drahomanov National Pedagogical University, 2, 357–367 [in Ukrainian].
5. National University of Ostroh Academy (2007). Proceedings of the Second International Scientific Conference "Ukrainian Diaspora: Problems of Research". Ostroh: Publishing House of the National University of Ostroh Academy [in Ukrainian].
6. Orlyk S. (2022). Posters and leaflets in propaganda of war loans in the russian empire during the first world war. Society. Document. Communication, 1(13), 208–228. https://doi.org/10.314 70/2518-7600-2021-13-208-228 [in Ukrainian].
7. Skrypnyk, P. (2020). Posters as a Source of Research on Socio-Political Processes in Ukraine in the 20s of the XX century. Scientific works of the National Library of Ukraine named after V.I. Vernadskyi, 60, 137–157 [in Ukrainian].
8. Tykhonenko, O. (2017). The Second World War in Fine Arts Publications: From the Collections of the Book Chamber of Ukraine. Bulletin of the Book Chamber, 1, 42–49. [in Ukrainian].

REPRESSIONS OF REPRESENTATIVES OF THE UAOC IN CHERNIHIV REGION IN THE 1920S AND 1930S (ACCORDING TO THE MATERIALS OF CRIMINAL INVESTIGATIVE CASES)

Viktoria Khromova

Postgraduate Student at the Department of World History and International Relations,
Lazarevsky Institute of History and Social Sciences and Humanities of T. H. Shevchenko
National University "Chernihiv Colehium", Ukraine
e-mail: bagmet_z@ukr.net, orcid.org/0000-0002-9991-6814

Summary

The purpose of this work is to analyze the repression of the clergy of the Ukrainian Autocephalous Orthodox Church (hereinafter referred to as the UAOC) in Chernihiv Region. The main basis for the source-based analysis is criminal investigative cases from the Archive of the Security Service of Ukraine in Chernihiv region (hereinafter – the archive of the SSU in Chernihiv region), the Branch State Archive of the Security Service of Ukraine (hereinafter – BSA SSU) and the State Archive of Chernihiv region (hereinafter – SACR). The work presents a small historiographical excursion of the problem. The author analyzed the reasons for the persecution and pressure on representatives of the UAOC, described the socio-economic life of the clergy during the period of repression. Using the statistical method, the researcher establishes the age and national composition of repressed persons, their level of education and participation in military operations during the Civil War. The author cites the memories of priests, which, in turn, makes it possible to reconstruct their lives and activities during the period of repression. The article establishes the exact number of repressed archbishops and bishops of the UAOC in the region. With the help of various research methods, the peculiarities of falsification of criminal cases of the clergy are indicated. The article defines the types of punishments that were applied to representatives of the UAOC.

Key words: priest, bishop, archbishop, sentence, imprisonment, socio-economic life.

1. Introduction

The representatives of the UAOC in the 1930s suffered from constant oppression and persecution by Soviet law enforcement authorities, as their goal was full independence from the Moscow Patriarchate. In their turn, the Soviet authorities considered this organization to be a center of national interest. In connection with open access to criminal investigation cases, the interest ofresearchers in this issue has increased significantly. S. I. Bilokin (1992), I. V. Bukharieva, V. M. Danylenko, V. M. Okipniuk *(Bukharieva, 2011),* I. Prelovska (2009) studied the repressed clergy of the UAOC. The formation and development of structural authorities (at the local level) and the activities of the representatives of the UAOC in the Chernihiv region were studied by: M. S. Tymoshyk *(Tymoshyk, 2016)* and A. A. Hlukhenkyi (2018, 2021). Today, there is no comprehensive work in which there would be a complete description of the repressed members of the UAOC of the Chernihiv region. Therefore, the aim of our research is a comprehensive characteristic of the repressed clergy of the UAOC in the Chernihiv region in the 1920s–1930s.

2. Sources and methods

The main source base for the study of this issue is the criminal investigation files of the Archive of the SSU in Chernihiv region, BSA SSU and SACR. In total, 100 criminal investigative cases were used in the study. To achieve the scientific aim of the research, we applied general scientific methods (system analysis, synthesis, induction, and deduction) and used a complex of special historical methods of scientific knowledge: comparison methods and a modeling method for the reconstruction of events.

3. Socio-economic situation of the representatives of the UAOC
during mass repressions

Most of the priests of the UAOC in the Chernihiv region were Ukrainians – their age range was from 30 to 50 at the time of their arrest, which indicates that these individuals were of mature age and that their entry into the UAOC was a conscious decision. Moreover, some members of the UAOC participated in the Civil War of 1917–1922 on the side of the army of the Ukrainian National Republic (hereinafter – UNR). Therefore, Samuiil Pylypovych Vysoven was a priest in the village of Nosivka of the Chernihiv region who fought on the side of the Ukrainian National Republic during the Civil War *(Criminal case, p. 6323.: 45),* and from 1923 to 1929, he returned to religious activities in the ranks of the UAOC.

The priests and bishops of the UAOC were literate and educated people – usually spent their student years within the walls of the Chernihiv or Poltava theological seminaries. Since in the 1920s, the UAOC abolished the mandatory celibacy for bishops and put the moral side of the clergy in first place, the bishops officially could get married and have families. Nizhyn bishop Mykola Semenovych Shyrai was married to Anna Fedorivna Shyrai *(Khromova, 2022: 108)*, who constantly appealed to the prosecutor with requests to release her husband. Celibacy did not concern priests, deacons, or archpriests – that is why priests could usually get married independently from parishes. During the analysis of the criminal and investigative cases, the origin of the representatives of the UAOC was established, which we have divided into three groups: those from clergy families, those from peasant families, and children of officials.

Priests had land plots that they inherited, but during imprisonment, the property was usually confiscated. According to the certificate of the village council from the village Martynivka of the Nizhyn district, the priest of the UAOC Dmytro Stepanovych Karpenko, before his arrest, owned 67 tithes of the land, a house, a threshing barn, and a shed, which were confiscated after his execution in 1938 *(Criminal case, 10927: 5)*. However, in most of the cases, priests were dispossessed during collectivization and had a difficult financial situation.

In 1928, the priest of the UAOC Ivan Dykivskyi (Markivtsi village) reported in a letter of 1928 to Nizhyn and Chernihiv bishop Oleksandr Chervinskyi: «... I have already turned to tie my boots with a rope. It is embarrassing to show myself to people. Believe me, I haven't eaten bread or potatoes for several days. There is no life in the parish. The head of the church council refuses to fulfill his duties. But when he did work, he did not show any interest to anything. For nine months, there was not a single meeting of the church council. Those who could profit are indifferent. I do not see people with pride who stood for our mission. A kind of bacchanalia appeared with some limited quarrels and their consequences...» *(Yemelianov, 2011: 122)*. From the content of the letter, it can be assumed that the funding of the UAOC was poor, and the implementation of the creation of religious communities was entirely on a public basis. The clergy could not stand absolute poverty and constant persecution and found themselves in other professions, renouncing their rank.

During the investigation, the UAOC priests gave testimony exclusively in the Ukrainian language, which indicates their strong civic position in which language and religion were integral components. In general, the UAOC priests performed religious rites only in Ukrainian.

Reconstructing the general portrait of a representative of the UAOC, it can be assumed that in the period of the late 1920s – early 1930s, the priest aged from 30 to 50 was Ukrainian and had a higher spiritual education. The priest's language of communication was exclusively Ukrainian.The UAOC priest kept family and moral values, that is why he was married, but his difficult financial situation forced him to find a part-time job at home (conducting private religious rites: baptizing a child or mourning the deceased) and, in critical cases, the priest renounced his rank and engaged in other professional activities.

Not only ordinary priests, but also protodeacons renounced their rank, as in 1928 due to constant arrests, baseless accusations, strong psychological pressure and personal worries for his own family – protodeacon of the UAOC, head of the All-Ukrainian Orthodox Church Council (hereinafter – the AOCC) – Vasyl Vasyliovych Potienko renounced the rank of priest and began working as an editor and proofreader in the «Literary Journal» *(Khromova, Yachmenikhin 2023: 80)*.

4. Punishment and persecution

The persecution of the representatives of the UAOC in Ukraine began in the late 1920s. One of the first criminal cases in which a representative of the UAOC appeared as an accused was the case of the participants of the «...Union for the Freedom of Ukraine...». The trial took place over the 45 leaders and main figures of the Union for the Freedom of Ukraine in the building of the Opera House in Kharkiv from March 9 to April 19, 1930. All in all, 474 people were involved in the trial in 1930 – among them, there was the head of the AOCC Volodymyr Chekhivskyi, who was sentenced to 10 years in labor camps, and in 1937 he was shot.

The regional priests of the UAOC began to suffer from the Soviet machine much earlier. In 1926, Chernihiv archbishop Ivan Pavlovskyi was arrested. Together with other arrested bishops of the UAOC, he was taken to Kharkiv, and after his release, they took a signature not to leave the capital.In May 1936, the former archbishop of the Chernihiv region, Ivan Pavlovskyi, was arrested in Belhorod. On December 4, 1937, his case was considered in the Belhorod department of the People's Commissariat of Internal Affairs (hereinafter – NKVD) of the Russian Soviet Federative Socialist Republic. In the record of the meeting of Triika of the NKVD administration of the Kursk region of the Russian Soviet Federative Socialist Republic dated December 9, 1937, it was recorded that I. Pavlovskyi «has repeatedly called for an organized protest for Ukraine's withdrawal from the USSR». For this «crime», he was sentenced to death and soon shot *(Hlukhenkyi, 2021: 38–39)*.

In our opinion, the higher leadership of the UAOC, metropolitans and bishops, were persecuted and imprisoned first of all, as their positions were public and they played a major role in the management and control of district dioceses. S. I. Bilokin notes that during the period of repression, Stalin's regime killed about 30 bishoprics and more than 2,000 priests and believers *(Bilokin, 1992: 108)*. Among the UAOC bishops who territorially belonged to the Chernihiv region, 9 people were repressed: Konotop bishops – Marko Hrushevskyi, Volodymyr Samborskyi, Hryhorii Mozolevskyi; Nizhyn bishops – Mykola Semenovych Shyrai, Oleksandr Chervinskyi; Pryluky Archbishop Feodosii Seriiev and bishop Konon Bei; Chernihiv archbishops Yurii Mikhnovskyi and Ivan Pavlovskyi. Among these bishops and archbishops, only two were sent into exile – the others were shot.

It is not possible to establish the exact number of the repressed UAOC priests in the Chernihiv region since not every criminal case mentions the priest's affiliation to the church, and there are also cases when the priest changed his religious beliefs and transferred from one church to another during his life. Also, not every criminal case contains the registration card of a «cult minister», which usually contained information about religious affiliation and, since 1928, information about renunciation of the rank.

According to the verdicts in criminal cases, we distinguish two types of punishment against UAOC activists: 1) exile in labor camps for 1 to 10 years; 2) exercution.

For example, the UAOC bishop Oleksandr Chervynskyi, who in 1926 was elected as a bishop of the Nizhyn and Chernihiv districts, was arrested in Vinytsia in 1934. According to some information, he was exiled to Central Asia *(Hlukhenkyi, 2021)*.

In 1930, according to Article 54–10 of the Criminal Code of the Ukrainian SSR, the priest of the UAOC Ivan Ivanovych Dmytryk was sentenced to 3 years of imprisonment in the Northern Territory, despite the fact that he participated in the Civil War on the side of the Red Army *(Criminal case. p. 9902: 54)*.

Priest Mitrofan Yakovych Kohan was imprisoned for 5 years because of his affiliation with the UAOC. He was also a secret agent of the Regional Office of the People's Commissariat of Internal Affairs, as evidenced by the certificate. It is stated in the case that he gave false testimony to the perpetrators of the administration, which is why he was convicted *(Criminal case. p. 16606: 21)*.

Priest D. S. Karpenko was sentenced to execution. He was constantly accused of counter-revolutionary activities and was under arrest for a long time.According to the certificate, which was issued by the Martyniv village council, D. S. Karpenko was a kulak in terms of property and had a close connection with the archbishops of the UAOC. According to the decision of the Triika of the Chernihiv Regional Administration dated 27.12.1937, D. S. Karpenko was shot on 02.01.1938 *(Criminal case, 10927)*.

All cases of the UAOC activists were falsified in order to speed up the process of liquidation of the UAOC in the country. In our opinion, the fabricated elements were:

1) the signatures of the defendant are not clear;

2) identical answers of witnesses;

3) permanent rejection of cassation appeals of the defendants;

The judicial system was built in such a way that the defendant could not defend himself and his interests in court. During the arrest, methods of intimidation were used, sometimes beatings.

To sum up, it can be stated that the main reasons for the persecution of the UAOC activists by NKVD were the priests' participation in the Civil War of 1917–1921 on the side of the UNR, their possession of land and their active civic position.

5. Conclusions

Thus, the UAOC clergy came under the eye of the special services, as it was considered by the Soviet authorities as a national organization. The ideas and program principles proclaimed by the UAOC were democratic, and the separation from the Moscow Patriarchate and the transition to exclusively Ukrainian language in church services caused concern among the party leadership. On the territory of the Chernihiv region, the UAOC existed from 1921 to the mid-1930s as part of 4 dioceses, whose representatives were constantly persecuted and suffered from long terms of punishment.In most cases, the clergy of the UAOC in the Chernihiv region

were shot, and their property was confiscated. Overall, the Soviet leadership tried to destroy the best representatives of the UAOC because they carried the Ukrainian language and culture to the masses.

References

1. Bilokin S. I., (1992). *Pravoslavni yeparkhii Ukrainy 1917 – 1941 rr. [Orthodox dioceses of Ukraine 1917–1941]. Istoryko-heohrafichni doslidzhennia v Ukraini. Historical and geographical research in Ukraine,2. P. 100–120. [in Ukrainian].*

2. Criminal case. (1931). *Derzhavnyi arkhiv Chernihivskoi oblasti. [State archive of Chernihiv region]. f. r. 8840, op. 3 Spr., 6323.*

3. Criminal case. (1935). *Derzhavnyi arkhiv Chernihivskoi oblasti. [State archive of Chernihiv region]. f. r. 8840, op. 3 Spr., 10975.*

4. Criminal case. (1930). *Arkhiv Upravlinnia Suzhby bezpeky Ukrainy v Chernihivskii oblasti [Archive of the Security Service of Ukraine in Chernihiv region]. f. 6, Spr., p. 9902.*

5. Criminal case. (1937). *Derzhavnyi arkhiv Chernihivskoi oblasti. [State archive of Chernihiv region]. f. r.-8840, op. 3 Spr., 10927.*

6. Criminal case. (1935). *Arkhiv Upravlinnia Suzhby bezpeky Ukrainy v Chernihivskii oblasti [Archive of the Security Service of Ukraine in Chernihiv region]. f. 6, Spr., p. 16606.*

7. Hlukhenkyi, A. A. (2018). *Chernihivski arkhiierei Ukrainskoi Avtokefalnoi Pravoslavnoi tserkvy u 20-kh rokakh XX st. [Chernigiv archiereae of Ukraine Autocephal Orthodox church In the 20s of the XX century]. Sivershchyna v istorii Ukrainy – Severshchyna in the history of Ukraine, 11, P. 321–324. [in Ukrainian].*

8. Hlukhenkyi, A. A. (2021). *Arkhiiepyskop Ivan Pavlovskyi yak budivnychyi Ukrainskoi Avtokefalnoi Pravoslavnoi Tserkvy na Chernihivshchyni [Archbishop Ivan Pavlovsky as budivnychi of the Ukrainian Autocephal Orthodox church in Chernigiv Region]. Siverians'kyjlitopys – Severyanannals.6, P. 33–41. [in Ukrainian].*

9. Khromova, V. V. (2022). *Nizhynskyi yepyskop Mykola Semenovych Shyrai (1870–1938 rr.) [Bishop of Nizhynsk Mykola Semenovych Shyrai (1870–1938)]. Kulturolohichnyi almanakh – Cultural almanac, 3. P. 104–110. [in Ukrainian].*

10. Khromova V. V., Yachmenikhin K. M. (2023). *Kryminalna Sprava 1939 R. Vasylia Vasylovycha Potiienka [Criminal case of 1939 Vasyl Vasylovycha Potyenka]. Kulturolohichnyi almanakh – Cultural almanac, 1. P. 78–83. [in Ukrainian].*

11. Prelovska I., (2009). *Peresliduvannia ta likvidatsiia UAPTs (UPTs) (1921–1938 rr.): ohliad arkhivno-kryminalnykh sprav HDA SB Ukrainy ta TsDAHO Ukrainy [Persecution and liquidation of the UAPC (UPC) (1921–1938): review of archival and criminal cases of the State Security Service of Ukraine and the Central Security Agency of Ukraine]. Z arkhiviv VUChK-HPU-NKVD-KHB. – From the archives of the VUCHK-GPU-NKVD-KGB, 1 (32). P. 26–48. [in Ukrainian].*

12. Represovani diiachi Ukrainskoi Avtokefalnoi Pravoslavnoi Tserkvy 1921–1939 rr.: biohrafichnyi dovidnyk (2011). *[Repressed figures of the Ukrainian Autocephalous Orthodox Church 1921–1939: biographical guide]: redkol.: Bukharieva I. V., Danylenko V. M., Okipniuk V. M., Prelovska I. M. Kyiv: «Smoloskyp», [in Ukrainian].*

13. Tymoshyk, M. S. (2016). *Stanovlennia, stverdzhennia ta znyschennia Ukrains'koi Avtokefal'noi tserkvy na Chernihivschyni u 20–30-kh rokakh XX stolittia (za arkhivnymy ta presoiu kolyshn'oi Nizhyns'koi okruhy). [Timoshyk M. S. Formation, affirmation and destruction*

of the Ukrainian Autocephalous Church in the Chernihiv region in the 20s and 30s of the 20th century (according to archives and the press of the former Nizhyn district).]. Siverians'kyj litopys – Severyan annals. 6. P. 107–128. [in Ukrainian].

14. Yemelianov V., Kulyk V.(2011). Do istorii UAPTs na Nizhynshchyni (dobirka dokumentiv) [To the history of the UAOC in the Nizhyn region (a selection of documents)]. Nizhynska starovyna – Nizhyn antiques, 11. P. 120–130 [in Ukrainian].

PRIORITY AREAS AND MEANS OF PUBLIC ADMINISTRATION COUNTERING RAIDING

Tetyana Kuzmenko

Postgraduate Student at the Department of Law, National Security and European Integration,
Education and Research Institute "Institute of Public Administration"
of V. N. Karazin Kharkiv National University, Ukraine
e-mail: saenko2505@ukr.net, orcid.org/0000-0001-6895-1329

Summary

Each business entity should make sufficient efforts to respond appropriately to the existing challenges (including the threat of a raider attack); however, not always and not all of them are able to cope with this on their own, and therefore require external assistance, which is expressed in the use of appropriate means of public administration to counteract raiding. The objective of the article is to improve the list of means and priority areas of public administration addressing raiding. The generalization of the developments of leading scholars and practitioners, as well as the results of the author's own research in this area, allow improving the list of means of public administration of countering raiding in the following priority areas: organisational and methodological support of public administration of countering raiding; prevention of raiding; localisation of raider attacks; minimisation of the negative consequences of the spread of raiding. The key to success in this area is the proper use of advanced methodological support, balanced application of administrative, economic, organisational, legal and socio-psychological methods of public administration, as well as consideration of market mechanisms and social norms which, to a certain extent, affect the functioning of business entities. The author proves the inadmissibility of the following: involvement of public administration officials in unfair competition; use of public authority to appropriate or gain influence over a company that has been subjected to a raider attack; use of anti-raider measures as a way of dealing with «inconvenient» public administration officials; preservation of the practice when the principle of «presumption of innocence» is applied instead of the principle of «presumption of impunity».

Key words: public administration, to counteract raiding, directions, means, priorities.

1. Introduction

Ukraine is a social and legal state that has to protect national interests by all means, including by ensuring the welfare of the population. In this case, it is not only about the extent to which their existing needs are met, but also about creating favourable conditions for this: the formation of a diverse supply (primarily, improving the investment climate as a key to business development) and solvent demand (sufficient consumer income). Both conditions (despite their belonging to different «sides» of the market) are largely related to the proper protection of business entities: consumers – from the loss of income (primarily labour one), business representatives – from internal and external challenges, one of which is raiding – «organised activities of persons using a set of measures (bribery of corrupt officials; payment for the services of private security agencies; purchase of shares from minority shareholders; «acquisition» of unjust court

decisions) aimed at the illegal alienation of other people's assets in order to obtain excessive profits through their further use and/or resale» *(Kuzmenko, 2021: 91)*. Of course, each business entity should make sufficient efforts to respond appropriately to the existing challenges (including the threat of a raider attack); however, not always and not all are able to cope with this on their own, and therefore need external assistance, which is specified in the use of appropriate means of public administration to counteract raiding. All of the above determines the relevance of this study.

Analysis of recent research and publications. The issue of public administration of activities countering raiding has become the subject of research by a number of scholars, namely: which revealed the excessive influence of corporations on the state economic policy of developed countries (including anti- raiding policy) *(Aizenberg, Hanegraaff, 2019; Nyberg, 2021)*; specified the features of combating raiding in different countries of the world *(Angumuthoo, Lotter, Wood, 2020; Cheng, Christensen, Ma, Yu, 2021; Kaplan, Lohmeyer, 2020)*; revealed the impact of legislation on the protection of business interests *(Vaheesan, 2020; Waked, 2020; Frattaroli, 2020; Gradstein, 2019; Kaganovich, 2019)*; provided a criminal-legal assessment of the abuses of state registrars in the context of combating raiding *(Dudorov, Kamenskyi, Tytarenko, 2021)*; developed a hierarchy of the impact of external factors on the likelihood of enterprises being captured by raiders *(Pisarevskiy, Aleksandrova, Yevtushenko, Poroka, Shoiko, Karpeko, 2021)*; determined the most popular schemes of raiding in Ukraine *(Vasylchyshyn, Bilous, 2020)*; provided a general description of the actions of raiders during encroachments on the crops of agricultural producers *(Derevyanko, Turkot, 2021)*; substantiated the methodology of formation and implementation of state policy in the field of prevention and countermeasures against raiding as a component of national security *(Grytsyshen, 2021)*.

The objective of the article is to improve the list of means and priority areas of public administration means addressing raiding.

Materials and methods. The given paper is based on an integrated approach, which consists in the study of public administration means aimed to counteract raiding as a single whole with the coordinated functioning of all its constituents. Besides this, the methods, which were used at the empirical and theoretical levels, such as, an abstract logical method for theoretical generalization, a method of analyzes and synthesis for the determination of the factors, which influence the character and orientation of public management, and a method of comparison for the study of methodological approaches, conceptions, developments and offers of the leading domestic and foreign scientists, devoted to the peculiarities of public administration of counter-raiding were applied in the given research.

2. Results

A synthesis of the work of leading scholars and practitioners, as well as the results of our own research in this area, allows us to improve the list of means (within the framework of administrative, economic, organisational, legal and socio-psychological methods) of public administration addressing raiding (taking into account market mechanisms and social norms) in the following priority areas:

1. *Organizational and methodological support of public administration in the area of raiding prevention*:

– allocating budget funds and attracting grants for research on this issue (in particular, on the preconditions, forms and methods of raider attacks; methods and means of countering raiding);

– clear definition of the concepts: «raiding», «raider attack», «actions with signs of raiding», «stakeholders of a raider attack», «public response to raiding», «inaction in the event of a raider attack»;

– regulations (first of all, elimination of their duplication) of general, sectoral and special competences of authorised public administration bodies and streamlining of their interaction to counteract raiding;

– scientific substantiation (for further adjustment of legal and social norms) of the degree of responsibility (criminal, administrative...) of all stakeholders of a raider attack (not only direct participants of the «forceful stage» of a raider attack («titushky») and those who documented and organised this process («professionals», «coordinators», «corrupt officials»), but also, and most importantly, its «orderers»);

– a thorough analysis of positive and negative experience of raiding prevention as a prerequisite for improving the methodology of public administration in this area;

– holding interagency events to exchange national experience and identify best foreign practices raiding prevention (taking into account the causes, forms of manifestation and consequences of raider attacks) for further adaptation to the conditions of Ukraine;

– improvement of existing, as well as development and implementation of new methods and means of public administration of raiding prevention;

– scientific support for the adaptation of modern anti-raiding practices to the conditions of specific companies.

2. *Prevention of raiding*:

– identifying and eliminating shortcomings in the current legislation on the business environment of economic entities (in particular, with regard to countering raiding);

– increasing the income of the population (primarily, reducing poverty) and improving the crime situation as a prerequisite for reducing the number of people who can be involved in raider attacks;

– monitoring and analysis of legal, economic and social aspects (parameters) of business entities' activities. Companies with the following features deserve special attention: questionable legality of ownership of the company's assets; legal conflicts in the provisions of the charter and other corporate documents regarding the election of executive bodies and their decision-making; conflicts involving owners, management, partners; rapid positive development dynamics (market price, revenue/profit, scale of operations, sales markets, spheres of influence and circle of interests); rapid (but allegedly unjustified) deterioration of economic indicators; encumbrance of assets by pledging them as collateral (including to its own branches or structures); significant scale of shadowing of own activities; significant amounts of receivables and payables, a significant «portfolio» of problem loans and a negative «credit history»; financial, technical, technological, environmental and other challenges directly or indirectly related to the company's activities (blocking tax invoices, no access to production facilities, impeded traffic); seizure of bank accounts, production resources or finished products; ineffective management; existence of court decisions on the company's assets and orders of the State Enforcement Service of Ukraine; lack of a strong corporate security system (in particular, insufficiency of its power, material, technical, information, and communication components); unrealised potential of the company and its significant opportunities (for example, in the context of the General Plan of Development of a settlement, National/sectoral strategies/programmes of development/building/reconstruction...); appearance of information in the media that compromises the company; problems with contractors and partners, problems with counterparties and partners who unexpectedly refuse to work without prepayment and/or make various, often not entirely

substantiated, claims; unscheduled inspections by representatives of various law enforcement and regulatory authorities;

– monitoring and analysis of mergers, acquisitions and sales of companies (their shares, including by minority shareholders);

– monitoring and analysis of the behaviour of persons collecting insider information about business entities («weaknesses», competitors, «enemies», business partners, risky and/or illegal transactions...), which can be used to initiate and organise a raider attack;

– monitoring and analysing decisions of courts and/or other public administration bodies regarding specific business entities, as well as decisions of general meetings of co-owners, which may become the basis for a raider attack on the company concerned;

– detection and suppression of the following: forgery/falsification of company documents; incitement of minority shareholders to sell their shares and/or organise general meetings of owners where they initiate a change of management; inducing management to conduct illegal activities, violate existing agreements and contracts, conclude disadvantageous agreements (including credit agreements); preparing conditions for a forceful seizure (in particular, engaging private security agencies and/or individuals («titushky»));

– improvement of interaction (in particular, automatic exchange of information) between authorised institutions (including international ones), paying special attention to the activities of the Office for Countering Raiding, as well as simplification and acceleration of procedures with strict compliance with the current legal norms);

– creation of databases of organisations and individuals specialising in raiding, with further restrictions on their activities;

– prohibition of issuing a power of attorney to third parties to participate in the general meeting of LLC members or JSC shareholders;

– further reform of the executive and judicial branches of government;

– improving cooperation with the media, law enforcement agencies and other public authorities;

– use of «trusted» professional registrars and custodians;

– replacement of inefficient company management;

– creating an impeccable corporate history;

– maximum consolidation of company assets;

– avoidance of corporate disputes and causes for lawsuits.

3. *Localisation of raider attacks*:

– direct intervention of authorised public administration bodies in the activities of a company suffering from a raider attack (in particular, the admittance of representatives of the National Police of Ukraine into its territory; temporary suspension of business activities, seizure of assets, «freezing» of bank accounts; voluntary blocking of operations on the liquid account of a company suffering from a raider attack; urgent (probably temporary) withdrawal of assets not seized by the raider ...);

– conducting operational search measures, investigative and other actions aimed at identifying and bringing to justice not only the direct participants of the raider attack, but also those whose participation is allegedly unclear (intermediaries, orderers);

– engaging the media in unbiased coverage of the circumstances of the actions of raiders and public authorities and companies that countered the raiders;

– increasing the company's ability to organise the protection of its own rights (including with the involvement of a loyal workforce and concerned members of the public).

4. *Minimisation of the negative consequences of the spread of raiding*:

– criminal or other liability (primarily, imprisonment, confiscation of property, etc.) by court decision in accordance with applicable law;

– lifelong disqualification of persons convicted of raiding from holding positions in public administration and local self-government bodies, practising notary public, as well as being a manager and/or co-owner of business structures;

– thorough verification of the compliance of official income and available assets not only of persons involved in raider attacks and actions with signs of raiding, but also of their immediate environment (it should be noted that such persons are, in part, the main (at least legally) beneficiaries of the illegal benefits obtained from involvement in raiding);

– nationalisation of enterprises and/or their assets that have been «captured» by raiders, with their subsequent sale at public auction;

– strict (but impartial) public control over the activities of business entities that have been subjected to a raider attack and/or alienation of assets only in the presence of signs of raiding;

– preventing the sale (especially a quick sale) of a company which ownership has signs of raiding;

– ignoring partnerships and purchases of goods/services from companies that have been involved in actions with signs of raiding.

In the end, it should be emphasised that the following is unacceptable:

– involvement of public administration officials in unfair competition;

– conducting anti-raider activities as a way of dealing with «inconvenient» public administration officials;

– the use of public authorities to gain influence (providing a «roof») over a company that has been subjected to a raider attack, and under certain conditions – to acquire ownership rights (usually to «front persons») to such a company;

– preservation of the practice of applying the principle of «presumption of impunity» instead of the principle of «presumption of innocence».

3. Conclusions

The generalisation of the findings of leading scholars and practitioners, as well as the results of the author's own research in this area, allow us to improve the list of public administration means for countering raiding in the following priority areas: organisational and methodological support for public administration means for countering raiding; prevention of raiding; localisation of raider attacks; minimisation of the negative consequences of the spread of raiding. The key to improving the effectiveness of public administration for countering raiding is the proper use of advanced methodological support, balanced application of administrative, economic, organisational, legal and socio-psychological methods of public administration, as well as due application of market mechanisms and social norms that to some extent affect the functioning of business entities. The following is unacceptable: involvement of public administration officials in unfair competition; use of public power to appropriate or gain influence over a company that has been subjected to a raider attack; use of anti-raider measures as a way of dealing with «inconvenient» public administration officials; preservation of the practice of applying the principle of «presumption of impunity» instead of the principle of «presumption of innocence». Further research should be devoted to the development of theoretical provisions and practical recommendations aimed at improving public administration means for countering raiding.

References

1. Aizenberg E., Hanegraaff M. (2019). Is politics under increasing corporate sway? A longitudinal study on the drivers of corporate access. West European Politics. 43(1). 181–202. DOI: 10.1080/01402382.2019.1603849

2. Angumuthoo M., Lotter D., Wood S. (2020). Public Interest in Mergers: South Africa. The Antitrust Bulletin. 65(2). 312–332. https://doi.org/10.1177/0003603X20912882

3. Cheng B., Christensen T., Ma L., Yu J. (2021). Does public money drive out private? Evidence from government regulations of industrial overcapacity governance in urban China. International Review of Economics. 76. 767–780. DOI: 10.1016/j.iref.2021.07.012

4. Derevyanko B., Turkot O. (2021). Pro protydiiu zbyranniu chuzhoho vrozhaiu «reideramy» [On countering illegal harvesting by «raiders»]. Ukrains'ka politseistyka: teoriia, zakonodavstvo, praktyka [Ukrainian policing: theory, legislation, practice]. 1. 132–141. https://doi.org /10.32366/2709-9261-2021-1-1-132-141 [in Ukrainian]

5. Dudorov O.O., Kamenskiy D.V., Titarenko S.S. (2021). Kryminal'no-pravova otsinka zlovzhyvan' derzhavnykh reiestratoriv u konteksti protydii reiderstvu [To the question of correct criminal law definition of seizure of subjects of economic activity (raiding)]. Naukovyi visnyk Natsional'noi akademii vnutrishnikh sprav [Scientific Bulletin of the National Academy of Internal Affairs]. 1. 118–130. https://doi.org/10.33270/01211181.118 [in Ukrainian]

6. Frattaroli M. (2020). Does protectionist anti-takeover legislation lead to managerial entrenchment? Journal of Financial Economics. 136(1). 106–136. DOI: 10.1016/j.jfineco.2019.03.014

7. Gradstein M., Kaganovich M. (2019). Legislative restraints in corporate bailout design. Journal of Economic Behavior. 158. 337–350. DOI: 10.1016/j.jebo.2018.12.003

8. Grytsyshen D.O. (2021). Derzhavna polityka v sferi zapobihannia ta protydii ekonomichnii zlochynnosti [State policy in the field of prevention and counteraction to economic crime]: Extendet abstract of candidate's thesis. Kharkiv, 437. [in Ukrainian]

9. Kaplan R., Lohmeyer N. (2020). A comparative capitalism perspective on the privatization of governance: Business power, nonbusiness resistance and state enforcement in Germany, 2000–2010. Socio-Economic Review. 19(1). 247–272. DOI: 10.1093/ser/mwaa001

10. Kuzmenko T. (2021). Sutnist' poniattia «reyderstvo» [Essence of the concept of «raiding»]. Ekonomichni chytannia [Economic readings]: materialy I mizhnarodnoi naukovo-praktychnoi konferentsii [materials I international science practice conference], 2021, February 19. Kharkiv, 90–91. [in Ukrainian]

11. Nyberg D. (2021). Corporations, Politics, and Democracy: Corporate political activities as political corruption. Organization Theory. 2(1). 1–13. DOI: 10.1177/2631787720982618

12. Pisarevskiy M., Aleksandrova V., Yevtushenko V., Poroka S., Shoiko V., Karpeko N. (2021). Management of economic security of industrial enterprises for countering raiding. Management Theory and Studies for Rural Business and Infrastructure Development. 43.1. 151–160. https://doi.org/10.15544/mts.2021.13

13. Vaheesan S. (2020). Privileging Consolidation and Proscribing Cooperation: The Perversity of Contemporary Antitrust Law. Journal of Law and Political Economy. 28. 28–45. https://doi.org/10.5070/LP61150255

14. Vasylchyshyn O., Bilous I. (2020). Raiding as a separate type of organized criminal activity in the financial sphere. Economic analysis. 30.1.2. 216–222. https://doi.org/10.35774/econa2020.01.02.216

15. Waked D. (2020). Antitrust as Public Interest Law: Redistribution, Equity and Social Justice. The Antitrust Bulletin. 65(1). 87–101. DOI: 10.1177/0003603X19898624

POLAND'S AND HUNGARY'S SOFT IMPACTS ON UKRAINE: COMMON AND DISTINGUISHING CHARACTERISTICS

Yurii Mateleshko

Ph.D., Assistant Professor, Uzhhorod National University, Ukraine

e-mail: yurii.mateleshko@uzhnu.edu.ua, orcid.org/0000-0001-5327-8354

Summary

The article considers soft influences' characteristics of Poland and Hungary on Ukraine. Similar soft power's features of Poland and Hungary on Ukraine are: 1) goals (forming a positive image of states, spreading of their own (as well as common European) values, supporting foreign Poles and Hungarians, attracting Ukrainians to work and study); 2) institutions (government structures, diplomatic institutions, state and non-state fundations, public organizations, educational institutions, mass media); 3) directions (educational, cultural, economic, informational); 4) conditions (soft power of Poland and Hungary has a favorable ground, because Ukraine has chosen a pro-Western foreign policy course). Distinguishing characteristics of both countries' soft influence on Ukraine are: 1) the Hungary's soft power, unlike the Polish one, has rather limited geographical boundaries in Ukraine (the territory of Transcarpathia) and is closely related to the support of the Hungarian national minority; 2) the main feature of the educational direction of the Hungary's soft influence is that higher education, like school education, can be obtained in Ukraine's educational institutions in the Hungarian language; 3) soft power of Hungary is accompanied by mass passporting of the Transcarpathia's population, which can carry potentially serious political, demographic, socio-economic and other threats; 4) the Budapest's information influence, which can be called a sharp power, is often associated with criticism of Ukraine and even anti-Ukrainian propaganda.

Key words: soft power, Poland, Hungary, Ukraine, sharp power, comparative analysis.

1. Introduction

Soft power, based on attractiveness and voluntary participation, is an effective means for many states to achieve foreign policy goals. A country that implements its own soft power policy is at the same time an object of soft power influence of other states. Ukraine, which is actively influenced by neighboring countries, is no exception. Among them are Poland and Hungary, which, according to data from the Portland agency, were among the top thirty countries in the global soft power rating (2016–2019) (*The Soft Power 30*). The leading consulting company Brand Finance placed Poland and Hungary in 33 and 48 places among the top 121 nations in the global soft power index (*Global Soft Power Index 2023*). Finding common and distinguishing characteristics of the two states' soft power in Ukraine allows for better understanding the soft influence of each country, its features, means and goals, and on the basis of this to develop separate strategies for Ukraine's relations with these countries.

Certain aspects of this topic were studied mainly by Ukrainian and Polish scientists: M. Protsiuk *(Protsiuk, 2017)*, Yu. Mateleshko *(Mateleshko, 2018; Mateleshko, 2019; Mateleshko, 2021)*, Ye. Ryabinin *(Ryabinin, 2018)*, D. Kononenko *(Kononenko, 2018)*, A. Woroniecka *(Woroniecka, 2011; Woroniecka, 2013)*, O. Bogorodetska *(Bogorodetska, 2018)*, etc.

Based on the scientists' achievements, as well as primary sources (legislative acts, statistical reports, global ratings, etc.), we will try find out the soft influences' common and distinguishing characteristics of Poland and Hungary on Ukraine (before the start of the full-scale Russian-Ukrainian war).

2. Conditions, goals and institutions of soft impact

Since soft power is based on attractiveness (of culture, political values, foreign policy), the established image of the developed West provided significant opportunities for a successful soft power policy. Moreover, due to the pro-Western foreign policy course of Ukraine, which it chose after 1991, Western soft impact had a more favorable ground for penetrating Ukrainian society. Therefore, Poland and Hungary, which quite successfully carried out democratic transformations, built liberal market economies and relatively quickly integrated into NATO and the EU, became quite attractive countries for Ukrainians.

There are both countries' several common goals of soft influence on Ukraine: 1) formation of a positive images of Poland and Hungary among the Ukrainian population; 2) spreading of their own (as well as Western in general) political and cultural values; 3) involvement of the Ukrainian population in in studying and working abroad, which is related to demographic problems in the recipient countries; 4) support for Hungarians and Poles living on the Ukraine's territory.

Hungary's and Poland's soft impacts is related to the support of representatives of their nations living in Ukraine, but the degree of this support and approaches to its implementation are somewhat different. Hungary is the most active in this matter, for which the development of the foreign Hungarians' national identity is one of the state policy's main tasks, which is enshrined in the country's Constitution *(Magyarország Alaptörvénye, 2011)*. Therefore, the Hungarian soft power in Ukraine has a fairly clear geographical framework, which is mostly limited to the territory of Transcarpathia, where the Hungarian national minority lives compactly (about 150,000 people according to the last population census). The strategic goal of Budapest is to give dual citizenship and autonomy to the Transcarpathian Hungarians, which was repeatedly stated by the country's top officials (Prime Minister V. Orban, Vice Prime Minister J. Shemien, etc.) *(Mateleshko, 2021: 57)*. The influence of Poland's soft power is not limited to the places of compact residence of the Polish national minority (about 100,000 people mostly in the western regions), but has much wider territorial boundaries. This is due to the fact that the Polish minority is fragmented, not numerous and insufficiently consolidated. For Budapest, as well as for Warsaw, representatives of the Ukrainian ethnic group are also the object of soft impact, but it is mainly concentrated on the Transcarpathian region's territory.

The soft impact policy of both countries has a solid institutional basis. A wide network of state institutions has been created in Poland. The main role among them plays the Ministry of Foreign Affairs (which includes the Department of Public and Cultural Diplomacy), as well as the Ministry of Culture and National Heritage, the Ministry of National Education, the Ministry of Science and Higher Education, etc. In order to coordinate the activities of various ministries, the Polish Promotion Council was established in 2004. This Council send its recommendations to the government. In addition, under the auspices of the Polish Ministry of Foreign Affairs, several dozen Polish Institutes (one of them is in Kyiv) and cultural attaches in diplomatic missions operate abroad. *(Mateleshko, 2019: 90)*. One of the main Hungary's institutions involved in the implementation of the soft influence policy is the Ministry of Foreign Economy and Foreign Affairs. It includes the Department of Cultural and Scientific Diplomacy and the Balassi Institute (not present in Ukraine), which promotes Hungarian culture and language abroad. There is

also a system of state bodies involved in supporting the Hungarian minority abroad: the Forum of Hungarian Representatives of the Carpathian Region under the Parliament, the Parliamentary Commission on National Unity, the Hungarian Permanent Assembly under the Government, the Interdepartmental Commission on National Policy, etc. *(Mateleshko, 2021: 57–58)*.

In addition to the above-mentioned bodies, the subjects of soft influences of Poland and Hungary are: 1) state and non-state foundations (the Foundation of the Spiritual Culture of Borderlands in Lublin, the Polish-American Freedom Foundation, the Friends of Hungary Foundation, the Bethlen Gabor Foundation, the Egan Ede Transcarpathian Economic Development Center, etc.); 2) diplomatic institutions (embassies, consulates); 3) public organizations of national minorities (the Federation of Polish Organizations in Ukraine, the Union of Poles in Ukraine, the Transcarpathian Hungarian Cultural Association, the Democratic Union of Hungarians of Ukraine, etc.); 4) educational institutions (both operating in Ukraine and abroad); 5) mass media (print media, internet media, TV and radio programs).

3. The main areas of Poland's and Hungary's soft impacts

The main areas of both states' soft power are: educational, cultural, economic and informational.

The sphere of education has a special place among the means of soft power, since the sponsoring state can effectively use the intellectual resources of foreign countries in its own interests. Until 2014, neither Poland nor Hungary were leaders in terms of the number of Ukrainian students studying abroad (in this they were far behind Russia). But already in 2019, according to UNESCO, most Ukrainian students abroad studied in Poland (26.9 thousand) *(Mihratsiia v Ukraini: tsyfry i fakty, 2021)*. At the same time, about 1.2 thousand predominantly Hungarian-speaking citizens of Ukraine studied in Hungary *(Ukrainian Students in Hungary..., 2018)*. Poland's leadership in the educational services market is explained by a simple procedure for entering universities, linguistic and cultural closeness, quality and cost of education, as well as the prospect of finding a good job. This is also facilitated by the marketing campaigns of Polish universities to attract students from abroad, as well as the unstable socio-economic and military-political situation in Ukraine. Grant and scholarship programs initiated by the Polish government also attract Ukrainians. According to an online survey of over 1,000 Ukrainians conducted in 2018, only 6% of Ukrainians who studied in Poland intended to return to Ukraine after completing their studies *(Mihratsiia v Ukraini: tsyfry i fakty, 2019: 9)*.

The soft influence of Budapest is enhanced by the fact that higher education in Hungarian can be obtained in Ukraine, in particular at the Ferenc Rakoczi II Transcarpathian Hungarian College of Higher Education in Beregovo, funded by the government of a neighboring state, and at the Ukrainian-Hungarian Educational and Scientific Institute of Uzhhorod National University.

The soft power of neighboring states is also being strengthened by general educational institutions. In the 2020–2021 academic year, there were 73 (of which 6 are private) schools in Ukraine where children studied only in the Hungarian language (Transcarpathia region). In addition, there are 27 institutions of general secondary education with classes in Ukrainian and Hungarian in the Transcarpathian region. At the same time, there are only a few schools in Ukraine with the Polish language of studying: 4 – with Polish (Lviv region) and 2 – with Ukrainian and Polish (Khmelnytsky region) *(MON pidrakhuvalo..., 2021)*. However, the Polish language can be studied in various institutions of Ukraine (lyceums, schools, gymnasiums, Polish Houses, etc.). There is also an extensive network of Hungarian language courses organized by the aforementioned Transcarpathian Hungarian College in Transcarpathia.

The cultural diplomacy of Poland and Hungary is implemented in Ukraine through various projects and programs related to music, cinema, theater, visual arts, literature, etc. There are music festivals, days of national cinema, meetings with cultural figures, etc. It should be noted the prestigious awards of the Polish Institute in the fields of fine arts (named after K. Malevich) and literature (named after J. Konrad), which are recognized by the world community. One of the priorities of the aforementioned institution is also the liberal democratic values' promotion. *(Woroniecka, 2013: 150)*.

Poland and Hungary, as countries with relatively developed economies integrated into the EU common market, are economically attractive for Ukrainian labor migrants. In 2010–2012, the largest recipient countries of the Ukrainian labor force were Russia (43.2%), Poland (14.3%), Italy (13.2%) and the Czech Republic (12.9%). At that time, 1.9% of Ukrainian labor immigrants were in Hungary. *(Mihratsiinyi profil Ukrainy, 2016: 43)*. After the events of 2014, the situation changes: Poland becomes the main recipient country, where 38.9% of Ukrainians immigrants work (2017), while in Russia – 26.3%, and in Hungary – 1.3% *(Mihratsiia v Ukraini: tsyfry i fakty, 2019: 8)*. The attractiveness of Poland for Ukrainian labor migrants is explained by the simplified employment procedure, as well as the closeness of the Poles' language and culture, their positive attitude towards the Ukraine's citizens. At the same time, the need to learn the Hungarian language, which is not easy for Ukrainians, is a significant obstacle for employment in a neighboring state, where predominantly the Hungarian-speaking population of Transcarpathia migrates to.

It is worth paying attention to such a type of economic soft power as support for the so-called "ethnic business", which is quite actively carried out by Hungary in Transcarpathia. There were even specialized annual development programs: "2016 is the year of young entrepreneurs from among foreign Hungarians", "2017 is the year of family business of foreign Hungarians", etc. Especially for Transcarpathia, the "Egan Ede Economic Development Plan" was introduced. Its budget was about 104 million euros, which during 2016–2018 were allocated from the Hungarian state budget for the development of agriculture, small and medium-sized enterprises, as well as tourism in the region. *(Mateleshko, 2021: 59)*.

The main task of the informational soft influence is to spread an attractive image of the country through mass media (press, television, radio, Internet). It should be noted that Hungarian mass media often spread views similar to Russian propaganda (the total Ukrainization, the violation of the national minorities' rights in Ukraine, the impossibility of Ukraine's Euro-Atlantic integration, etc). The anti-Ukrainian propaganda is present even in some educational materials for general education schools, in particular, in the geography textbook for the 8th grade, which is freely available on the world wide web (*Földrajz 8. IV*). It should be noted that this is already the manifestation of not soft, but sharp power.

A separate area of soft influence can be considered the purposeful and systematic passporting of the Ukrainian population, carried out by Hungary. The country has significantly eased the conditions for obtaining citizenship since 2011: the simplified naturalization has been applied to anyone who can prove knowledge of the Hungarian language and his Hungarian origin (*2010. évi XLIV*). In fact, every Transcarpathian whose ancestors lived in one of the Hungarian states can obtain the citizenship of a neighboring country and the socio-economic opportunities associated with it. According to unofficial data, as of 2015, almost 100,000 Transcarpathians received Hungarian citizenship under a simplified procedure *(Mateleshko, 2021: 61)*. A peculiar alternative to a passport is the Pole's Card – a document confirming a person's belonging to the Polish nation. It gives the right to a simplified procedure for obtaining a permanent residence permit in the Republic of Poland, an accelerated procedure for acquiring its citizenship,

as well as benefits for medical care, for studying at universities, etc. According to the Polish Ministry of Foreign Affairs, during 2008–2021, more than 141,000 citizens of Ukraine received Pole's Cards *(Za piv roku «kartu poliaka»..., 2021)*.

4. Conclusions

So, the soft influences' common characteristics of Poland and Hungary on Ukraine are: 1) conditions (soft power of both countries has a favorable ground, because Ukraine has chosen a pro-Western foreign policy course); 2) institutions (government structures, state and non-state funds, diplomatic institutions, educational institutions, public organizations, mass media); 3) goals (forming a positive image of states, spreading of their own and common European values, supporting foreign representatives of their nation, attracting Ukrainians to work and study); 4) directions (educational, cultural, economic, informational). At the same time, each country has its soft influence's distinguishing features: 1) the Hungary's soft power, unlike the Polish one, has rather limited geographical boundaries in Ukraine (the territory of Transcarpathia) and is closely related to the support of the Hungarian national minority; 2) the main feature of the educational direction of the Hungary's soft influence is that higher education, like school education, can be obtained in Ukraine's educational institutions in the Hungarian language; 3) Hungary's soft impact is accompanied by mass passporting of the Transcarpathia's population, which can carry potentially serious political and socio-economic threats; 4) the information influence of Budapest, which can be called a sharp power, is often associated with criticism of Ukraine and even anti-Ukrainian propaganda.

References

1. 2010. évi XLIV. Törvény a magyar állampolgárságról szóló 1993. évi LV. törvény módosításáról [2010. XLIV. Law on Hungarian Citizenship 1993. LV amendment to the law]. (n.d.). mkogy.jogtar.hu. Retrieved from https://mkogy.jogtar.hu/jogszabaly?docid=a1000044. TV [in Hungarian].
2. Bogorodetska, O. (2018). Public Diplomacy of the Republic of Poland in Eastern Partnership Countries. Historia i Polityka, 24(31), 99-111 [in English]. DOI: 10.12775/HiP.2018.014
3. Földrajz 8. IV. A Szomszéd országok és Közép-Európa. 4. Ukrajna és Szlovákia földrajza [Geography 8. IV. Neighboring countries and Central Europe. 4. Geography of Ukraine and Slovakia]. (n.d.). nkp.hu. Retrieved from https://www.nkp.hu/tankonyv/foldrajz_8/lecke_04_004 [in Hungarian].
4. Global Soft Power Index 2023. (n.d.). brandirectory.com. Retrieved from https://brandirectory.com/softpower/ [in English].
5. Kononenko, D. (2018). Dyplomacja publiczna Polski. Edukacja jako skuteczne narzędzie dyplomacji publicznej [Polish public diplomacy. Education as an effective tool of public diplomacy]. Kwartalnik Opolski, 2/3, 107-125 [in Polish].
6. Magyarország Alaptörvénye (2011. április 25) [Basic Law of Hungary (April 25, 2011)]. (n.d.). net.jogtar.hu. Retrieved from https://net.jogtar.hu/jogszabaly?docid=a1100425.atv [in Hungarian].
7. Mateleshko, Yu. (2018). Polityka «miakoi syly» Uhorshchyny na Zakarpatti: tsili, subiekty, napriamy [Hungary's soft power policy in Transcarpathia: goals, subjects, directions]. Heopolityka Ukrainy: istoriia i suchasnist – Geopolitics of Ukraine: history and modernity, 2(21), 154-168 [in Ukrainian]. DOI: 10.24144/2078-1431.2018.2(21).154-168

8. Mateleshko, Yu. (2019). «Miaka syla» Polshchi v Ukraini: osvitni ta kulturni instrumenty [Poland's soft power in Ukraine: educational and cultural tools]. Hileia: naukovyi visnyk – Gileya: scientific bulletin, 150(11), 1, 90-94 [in Ukrainian].

9. Mateleshko, Yu. (2021). «Miaka syla» susidnikh derzhav v Ukraini: zahalne ta osoblyve [Soft power of neighboring states in Ukraine: general and special]. Heopolityka Ukrainy: istoriia i suchasnist – Geopolitics of Ukraine: history and modernity, 2(27), 55-66 [in Ukrainian]. DOI: 10.24144/2078-1431.2021.2(27).55-66

10. Mihratsiia v Ukraini: tsyfry i fakty. MOM [Migration in Ukraine: figures and facts. IOM]. (2019). ukraine.iom.int. Retrieved from https://ukraine.iom.int/sites/g/files/tmzbdl1861/files/documents/iom-ukraine_facts-ukr_2019.pdf [in Ukrainian].

11. Mihratsiia v Ukraini: tsyfry i fakty. MOM [Migration in Ukraine: figures and facts. IOM]. (2021). ukraine.iom.int. Retrieved from https://ukraine.iom.int/sites/g/files/tmzbdl1861/files/documents/migration_in_ukraine_facts_and_figures_2021-ukr_web.pdf [in Ukrainian].

12. Mihratsiinyi profil Ukrainy. 2011-2015 [Migration profile of Ukraine. 2011-2015]. (2016). Kyiv. dmsu.gov.ua. Retrieved from https://dmsu.gov.ua/assets/files/mig_profil/MP2015.pdf [in Ukrainian].

13. MON pidrakhuvalo, skilky shkil navchaiut movamy natsionalnykh menshyn [The Ministry of Education and Science has calculated how many schools teach in the national minorities' languages]. (2021). nus.org.ua. Retrieved from https://nus.org.ua/news/mon-pidrahuvalo-skilky-shkil-navchayut-movamy-natsionalnyh-menshyn/ [in Ukrainian].

14. Protsiuk, M. (2017). Rol' publichnoi dyplomatii u suchasnykh ukrainsko-polskykh vidnosynakh [The role of public diplomacy in contemporary Ukrainian-Polish relations]. Candidate's thesis. Chernivtsi: Chernivetskyi natsionalnyi universytet im. Yu.Fedkovycha [in Ukrainian].

15. Ryabinin, Ye. (2018). Hungarian Exogenous Influence on the Separatism Movement in Transcarpathian Region. Strategic Priorities, 1(46), 79-83 [in English].

16. The Soft Power 30. Overall Ranking by Portland. (n.d.). softpower30.com. Retrieved from https://softpower30.com/ [in English].

17. Ukrainian Students in Hungary: Policies of Engagement, Integration, Students' Motivation and Plans. (2018). cedos.org.ua. Retrieved from https://cedos.org.ua/en/researches/ukrainski-studenty-v-uhorshchyni-polityky-zaluchennia-intehratsii-ta-motyvatsiia-i-plany-studentiv/ [in English].

18. Woroniecka, A. (2011). Białoruś, Ukraina i Rosja w polskiej dyplomacji kulturalnej: wybrane zagadnienia [Belarus, Ukraine and Russia in Polish cultural diplomacy: selected issues]. Wschodnioznawstwo, 5, 121-135 [in Polish].

19. Woroniecka, A. (2013). Instytuty Polskie jako instrument dyplomacji publicznej w polskiej polityce wschodniej [Polish Institutes as an instrument of public diplomacy in Polish eastern policy]. Dyplomacja i Bezpieczeństwo, 1(1), 143-158 [in Polish].

20. Za piv roku «kartu poliaka» v Ukraini otrymaly blyzko 4,5 tysiachi osib [Within six months about 4.5 thousand people in Ukraine received Pole's Cards]. (2021). www.ukrinform.ua. Retrieved from https://www.ukrinform.ua/rubric-society/3286061-za-pivroku-kartu-polaka-v-ukraini-otrimali-blizko-45-tisaci-osib.html [in Ukrainian].

STANISLAV ORIKHOVSKY ON THE IDEAL FORM OF STATE GOVERNMENT

Ruslana Mnozhynska
Candidate of Philosophy Sciences,
Associate Professor at the Department of Philosophy and Cultural Studies,
Kyiv National University of Technology and Design, Ukraine
e-mail: ruslanamnozhynska@gmail.com, orcid.org/0000-0001-8459-3496

Summary

The article focuses on the fact that one of the first, in the national Renaissance philosophical thought, who considered the issue of the ideal form of government was Stanislav Orikhovsky. In works of a socio-political nature, he devoted a lot of space to the problems of the state: its essence, the origin of state power, forms of government, the structure of society, relations between the state and the church. The ruler, in his opinion, should be Enlightened monarch, «philosopher on the throne», who cares about the «common good», peace and harmony in the state, observes laws, natural law, is just, brave, courageous, protects subjects and borders from external and internal enemies, cares about the education and upbringing of his people.

Attention is also drawn to the fact that, developing his theory of the state, S. Orikhovsky thoroughly studied the theoretical heritage of not only ancient thinkers – Plato, Aristotle, Cicero, but also Thomas Aquinas, Augustine, Erasmus of Rotterdam. But he used their ideas creatively, critically. Orikhovsky's views on the essence of the state, its tasks and internal structure are the pinnacle of the socio-political doctrine of the thinker. Orikhovsky presented his recommendations on the better ordering of the state system in a separate treatise entitled «Dialogue on the execution of Polish states», which cites a number of duties not only of citizens to the state, but also vice versa – of the state to citizens. In his concept of the state, S. Orikhovsky defended the need to protect the interests of wide social strata.

It was found out that Orikhovsky developed his theory of the state, moreover, thanks to the introduction to scientific circulation and analysis of foreign-language primary sources, this study deepens the understanding of the development of domestic philosophical and political thought and refutes a number of stereotypes in their interpretation.

Key words: state, power, society, choice, God, antiquity, religious tolerance, providentialism, secular.

1. Introduction

The main purpose of the article is to clarify S. Orihovsky's views on the state and its leader, on the role of provincialism in history, on the relationship between church and state. The author elucidates the views of the thinker on the problems of the state: its essence and the origin of state power, forms of government, and the structure of society.

In developing his theory of the state, S. Orikhovsky thoroughly studied the theoretical heritage of not only ancient thinkers – Plato, Aristotle, Cicero, but also Thomas Aquinas, Augustine, Erasmus of Rotterdam. He used their ideas creatively, critically. Orikhovsky's views on the essence of the state, its task and the internal structure are the summit of the socio-political theory of the thinker. Orichovsky made his recommendations on better

regulation of the state system in a separate treatise entitled «The Dialogue on the Execution of the Polish State», which imposes a number of duties not only of citizens before the state, but vice versa – the state of citizens. S. Orikhovsky defended the need to protect the interests of the broad social strata in his state conception. At the same time, he understands the state as an association of only free people.

First of all, to clarify the methodological principles important for further studies on the theological and philosophical heritage of the Ukrainian Renaissance humanists. In addition, due to the introduction into scientific circulation and analysis of foreign sources of primary sources, this study greatly deepens the notion of the development of domestic philosophical and political thought and refutes a number of stereotypes and false representations when interpreted, which are available in religious studies and historical and philosophical writings.

In the course of the study, Orikhovsky developed his theory of the state, headed by a enlightened monarch, «philosopher on the throne», who cares about the «common good», peace and harmony in the state, adheres to the laws of natural law.

2. The problem of reconstructing interrupted historical and intellectual traditions

Today, there is a problem of reconstructing interrupted historical and intellectual traditions, which is relevant in view of the need to ensure the continuity of cultural inheritance, the connection between the «past» and the «present», their embrace into one, that is, the achievement of historical understanding that makes history working. The meaning of the latter lies in the continuous influence of the «past» culture, including philosophy, on the «present». After all, we strive to comprehend the previous periods of development of philosophical and political thought not only for the sake of their knowledge, but also to search for solutions to the real problems of our time and our people.

Philosophical culture of Ukraine in the first half of the sixteenth century. is one of the most interesting and little-explored topics in the history of Ukraine's development. It was during this period that the foundations were laid for the formation of Russian early modern thought in its various manifestations – rationalistic and mystical; Renaissance-humanistic and Reformation ideas were formed, which later functioned and developed within the framework of the Ukrainian Baroque culture.

The purpose of this scientific research is to consider one of the important aspects of the activity of the great Ukrainian-Polish thinker of the first half of the sixteenth century, the main representative of the «Catholic Rus» – S. Orikhovsky, who significantly influenced the further development of spiritual, cultural and religious processes not only in Ukraine but also in Poland. All this has not yet been studied sufficiently, although the need for this kind of knowledge is great. This determines the relevance of the topic, and also the fact that, given Ukraine's European choice, it is important to overcome outdated nihilistic stereotypes, including prejudice against the inability of our thinkers to philosophical and theological comprehension of reality. This should help us overcome the tendency to enslave our theological tradition, so actively cultivated in the era of militant atheism. There is still an opinion that among the main Christian denominations in Ukraine – Orthodox, Catholic, Protestant and Uniate – national, state-building has always been and is only Orthodox. As for the «Catholic Rus» – Ukrainians of the Catholic religion, to which S. Orikhovsky belongs, they are still being mentioned to the general public Almost nothing is known. Meanwhile, from the point of view of national ideology, «Catholic Rus» probably produced no less for Ukrainian culture than Greek Catholics or even Orthodox, and produced perhaps no less cultural forces for both Ukrainian material culture and spiritual culture.

In order to perform the tasks, scientific research was based on both general scientific and special methods of cognition. The main was the structural-functional approach, which made it possible to explore the views of the thinker on the state political system.

Thanks to the introduction to scientific circulation and the analysis of foreign-language primary sources, this study significantly deepens the understanding of the development of domestic philosophical and political thought and refutes a number of stereotypes and misconceptions in their interpretation, which are available in historical and philosophical works.

Today, there is a problem of reconstructing interrupted historical and intellectual traditions, which is relevant in view of the need to ensure the continuity of cultural inheritance, the connection between the «past» and the «present», their embrace into one, that is, the achievement of historical understanding that makes history working. The meaning of the latter lies in the continuous influence of the «past» culture, including philosophy, on the «present». After all, we strive to comprehend the previous periods of development of philosophical and political thought not only for the sake of their knowledge, but also to search for solutions to the real problems of our time and our people *(Lytvynov, 2000:79).*

3. Philosophical culture of Ukraine in the first half of the sixteenth century

Philosophical culture of Ukraine in the first half of the sixteenth century. is one of the most interesting and little-explored topics in the history of Ukraine's development. It was during this period that the foundations were laid for the formation of Russian early modern thought in its various manifestations – rationalistic and mystical; Renaissance-humanistic and Reformation ideas were formed, which later functioned and developed within the framework of the Ukrainian Baroque culture.

There is still an opinion that among the main Christian denominations in Ukraine – Orthodox, Catholic, Protestant and Uniate – national, state-building has always been and is still only Orthodox. As for the «Catholic Rus» – Ukrainians of the Catholic religion, to which S. Orikhovsky belongs, almost nothing is known about them to the general public. Meanwhile, from the point of view of national ideology, «Catholic Rus» did for Ukrainian culture, Probably, no less than the Greek Catholics, or even the Orthodox, and produced no less cultural forces than they did for both Ukrainian material culture and spiritual culture *(Lytvynov, 2000:77).*

This theme in the culture of Ukraine in the first half of the sixteenth century. – little studied. Recently, a number of fundamental studies have appeared, which consider certain problems of Ukrainian humanism and some provisions of the general analysis of human philosophy of the Renaissance. These are, in particular, the works of D. Nalyvaiko, V. Nichyk, V. Lytvynov, Y. Stratiy, P. Kraliuk, M. Kashuba, I. Paslavsky, V. Horsky, O. Matkovska, B. Krysa, V. Liubashchenko, who work in the field of history of national philosophical thought and spiritual culture in general. As regards, in particular, such an outstanding figure as Stanislav Orikhovsky, his socio-political heritage is considered partly in the works of D.S. Nalyvaiko, V.D. Lytvynov, P. Kraliuk and some Polish researchers. The article is aimed at studying views on the state political system, one of the important aspects of the activity of the prominent Ukrainian-Polish thinker of the first half of the sixteenth century, the main representative «Catholic Rus» – S. Orikhovsky, which significantly influenced the further development of spiritual and cultural processes not only in Ukraine but also in Poland. All this has not yet been studied sufficiently, although the need for this kind of knowledge is great. This determines the relevance of the topic, and also the fact that, given the European choice of Ukraine, it is important to overcome outdated nihilistic stereotypes, including prejudice against the inability of our thinkers to political and philosophical comprehension of reality, so actively cultivated in the era of militant atheism.

One of the first, in the national Renaissance philosophical thought, who considered the question of the ideal form of government was Stanislav Orikhovsky.

In works of a socio-political nature, he devoted a lot of space to the problems of the state: its essence and origin of state power, forms of government, the structure of society, relations between the state and the church. The ruler, in his opinion, should be an enlightened monarch, a «philosopher on the throne», who cares about the «common good», peace and harmony in the state, observes laws, natural law, is just, brave, courageous, protects subjects and borders from external and internal enemies, cares about the education and upbringing of its people.

Substantiating his state-legal views, he borrows a lot from ancient political theories. This gave grounds for some researchers to consider him a «Platonist» and deduce from Plato his understanding of the state, others to rank him among the «Aristotelians», given the similar title of Aristotle's work «Politiya». In fact, Orikhovsky was not an ardent supporter of either one. He saw well that Plato created an abstract scheme of an ideal state, and understood that in his conception of the state, Aristotle, in fact, reproduced the modern social relations of the Greek polis states. He took from their teachings only that which corresponded to his own ideas about the ideal state organization. Rethinking the political theories of both prominent Greek philosophers, he also borrowed a lot from Cicero's conception of the state, which was the best compromise between the method of Plato and Aristotle. Thus, Orikhovsky's thesis that «the state is an assembly of citizens united by common law and common good» showed obvious similarities with Cicero's definition of the state, according to which it is «an assembly of a people united by law and common good»; is the most perfect form of universal human justice, based on the subordination to it of the personal interests of all individuals, that is, all citizens of the state, all its social classes, on the stable balance of these interests, which is the «common good», the welfare of the whole state *(Cicero, 1998:227)*.

Developing his theory of the state, S. Orikhovsky thoroughly studied the theoretical heritage of not only ancient thinkers – Plato, Aristotle, Cicero, but also Thomas Aquinas, Augustine, Erasmus of Rotterdam. But he used their ideas creatively, critically. Thus, according to the above-mentioned two Christian scholars, the state is a means for realizing the moral and religious goals of the individual. And Orikhovsky, contrary to them, claims that it has its own goal. Sometimes it even seems that he literally repeats some of the reasoning of Thomas Aquinas, particularly when he sees in the state the perfect education by which eternal salvation can best be attained.

But, considering this thesis in the context of all Orikhovsky's work, one can see that his understanding of the state is much deeper and wider than the idea of it as an intermediary on the way to eternal salvation. In the socio-political works of S. Orikhovsky, one can also notice the influence of the mysticism of Pseudo-Dionysius, which, however, he interpreted quite freely. Perhaps most of all this influence was manifested in his concept of hierarchy. Clergy, The king and nobility are the best flower in an ideal system, which is a reflection of the order prevailing in the heavenly hierarchy: «A well-arranged kingdom is a picture of the kingdom of God.» The human kingdom, therefore, is built, according to Orichowsky, on the model of the kingdom of God *(Orikhovsky, 1984:12)*.

4. Orikhovsky's views on the essence of the state, its tasks and internal structure

Orikhovsky's views on the essence of the state, its tasks and internal structure are the pinnacle of the socio-political doctrine of the thinker. Orichowsky presented his recommendations on the best ordering of the state system in a separate treatise entitled «Dialogue on

the Execution of the Polish State», where he cites a number of duties not only of citizens to the state, but also vice versa – of the state to citizens. The originality and ordinariness of his reform plan lay even in the fact that that he called for the return of the system in Poland that existed under his ancestors. If we take into account the fact that during the Renaissance all the achievements of previous generations were rejected unconditionally, even despite their obvious validity, these views of Orichowsky, as the Polish researcher J. Lichtenstuhl writes, «are worthy of all approval» *(Lichtensztul, 1939:58).*

Special emphasis on the pages of the «Dialogue» was made by the thinker on the close connection between moral progress and work for the state; safeguarding its integrity, which, in his opinion, was equal to caring for one's own salvation. In his concept of the state, S. Orikhovsky defended the need to protect the interests of wide social strata. At the same time, he understands the state as an association of only free people: «The state is a union of many houses, settlements, cities, counties, lands, free people, who are alone, the most glorious birth, the will of the clearest, justice the most praiseworthy, and the courage of the most glorious supremacist, chosen by the free voice of free people, for the common good are voluntarily subjected» *(Orikhovsky, 1984:22).*

Stanislav Orikhovsky was one of the first in European philosophical thought to deny the divine origin of power and state. Thus, he approached the problem of the state from secular rather than theological positions, which was a significant step towards the liberation of political science from theology *(Cicero, 1998:225).*

S. Orikhovsky wrote that the formation of the state entailed the need for mutual support, because a person cannot live alone in the world, and not least «because of our innate gange», and therefore people need each other. Sometimes his reasoning on this topic is similar to that of Aristotle *(Cicero, 1998:225).* But despite the fact that Orikhovsky readily quotes the thoughts of Aristotle, Plato and other ancient philosophers, His view of the state does not coincide with theirs. Thus, for example, Aristotle had two foundations for the emergence of the state – the highest necessity and free will. Instead, Orikhovsky has the will of the individual dependent on the living conditions and the innate instinct for social life *(Lichtensztul, 1939:58).* The latter thought, by the way, is more similar to Platonova, who wrote that «the state arises as a result of an innate desire for living together, when each of us cannot satisfy himself, but needs much more... People come together to live together and help each other...» *(Orikhovsky, 1972:57).*

Ukrainian Renaissance humanists, as well as Western European humanists, well assimilated the political theories of ancient philosophers, especially Plato, Aristotle, Cicero, whose works dealt with the «best» state system. But appealing to ancient authorities did not mean simply reproducing their ideas. There was a rethinking taking into account the regional tasks of that time. For example, S. Orikhovsky, like Aristotle, distinguishes four forms of government: monarchy (system, in which one rules), oligarchy (the power of a group of powerful citizens), democracy (a system in which everyone rules) and, finally, politics. The latter form is especially interesting for us, because it is the subject of a thorough analysis by the Ukrainian author. The starting point of our thinker's reasoning was a negative attitude towards the first three forms of the state and a commitment to the fourth, politics. He even wrote a separate treatise about it entitled «Quincunx, or the Model of the Polish State...» (1564), in which he frankly says that he builds his theory taking into account the experience of different nations – from the most ancient (ancient Greeks and Romans) to modern ones (Venetians and others) *(Lichtensztul, 1939:58).*

Being well acquainted with the theories of the state of ancient thinkers, first of all, Plato and Aristotle, Stanislav Orikhovsky to a certain extent depended on them, His division of society into classes is very similar to the ideal of the ancients, but not identical. Thus, for example,

dividing the whole society into 6 classes (priests, king, gentry, merchants, artisans, peasants), Orikhovsky, like Aristotle and the Italian humanist K. Salutati, declares that only the first three estates should participate in the government, councils, executive bodies. The state is a combination of free, and the peasants are not free. The first three classes are citizens, and the rest are useful. The former are masters and the latter are servants. Each class, according to the thinker, should do its own thing. Kmets should feed the state, artisans should dress, merchants should enrich, gentry should defend, king should rule, kaplan should teach. Otherwise, the state will perish from internal strife – which, as is known, Plato wrote *(Lytvynov, 2000:77)*.

Both in the era of distant antiquity and in subsequent eras, thinkers were fascinated by the image of an ideal leader of the state, a philosopher-politician capable of combining wisdom, justice, moderation and eloquence, necessary in order to be able to persuade listeners, and therefore lead the people. For him, the interests of the state should stand above his personal, as well as the interests of both his own and any other political party, since such a statesman is well aware of the common good, the interests of the whole state and the best ways to ensure and protect them. Plato's saying – «kings should philosophize, and philosophers should reign» *(Plato, 1994:101)* became winged and exists in the lexicon of social and political figures to this day. Much pondered the image of the ideal ruler Cicero, in particular, in the treatise «On the State» *(Orikhovsky, 1984:19)*.

5. Conclusions

The humanists of the Renaissance sincerely believed that social progress was possible if there was a «philosopher on the throne» in power, that is, an ideal ruler – intelligent, kind, who cared about the welfare of his subjects, their education and upbringing. Such power of the ruler will be limited by law, and he himself will acquire and maintain it exclusively by peaceful means, through his own valor and faithful, sincere and intelligent advisers. Humanists especially liked the idea of the ancient Greek philosopher Plato, who associated the possibility of an ideal social system in the state, as we have said, with the condition that philosophers would become kings or kings would philosophize.

Orichowsky tried to create an example of an ideal ruler of a new type, such as he would like to see him – educated, intelligent, caring about the welfare of citizens, and not about his own well-being. Such, according to the thinker, was the Polish king Sigismund the Old, to imitate whom he advises the young king Sigismund Augustus: «citizens will respect the king if he does not care so much about anything else during his reign, as a public well-being». The real embodiment of an enlightened monarch is seen by Orikhovsky precisely in Sigismund the Old, who allegedly is a real «philosopher on the throne»: wise, just, courageous, meek, and therefore earned «fame, honor and state.» These views are concentrated in the treatise «Exhortation ...», where Sigismund is described as an ideal king, the kind of whom Plato allegedly dreamed of when he wrote: «Happy are those states where either philosophers rule or rulers philosophize» *(Orikhovsky,1984:12)*. The thinker also approves of the extraordinary actions of the king, which bring benefits for the state, such as, for example, the marriage of Augustus with the daughter of the «Roman emperor Ferdinand», because it brought «unprecedented benefits to the Polish state – ties with the whole of Europe, reconciliation with German princes, etc.» *(Lichtensztul, 1939:58)*. After all, the queen, Orikhovsky emphasizes, should worry not so much about his wife for herself as about the queen for the state.

To convince the king of the importance of choosing the right mentor, Orikhovsky resorts to analogies from ancient and modern times. Outstanding rulers, he writes, became famous, glorious, immortal only because they had wise, intelligent tutors: Alexander the Great – Aristotle,

Pausanias – the poet Simonides, Periander of Corinthe – Thales of Miletus, Pericles – Anaxagoras of Clasimene, Dion – Plato, Sigismund the Old – Dlugosz. At the same time, Orichowski warns the king to avoid talkers, whisperers, gossipers, praisers, sycophants; flattering, cunning, insidious. Such people, Orikhovsky wrote, do not bring light to the lost, not knowledge to the ignorant, not hope to those who have lost it, but on the contrary: extinguish that light, destroy hope in the souls of people and uproot it. The thinker places special emphasis on such a category of unworthy advisers as flatterers in general and courtiers in particular, who are not engaged in important state affairs, but only «cut the caftan, invent costumes, make mashkars, play, jester, pushing at court.» He compares such courtiers with a beautiful, dressed up lady at the royal.

If no person, according to Orikhovsky, is born a king, then the pretender to the throne, equal among equals, must surpass the general public in his moral qualities: virtue, courage, courage, honesty, humility. The thinker attached great importance to these virtues. Kings deprived of this, he wrote, turn out to be weak, manipulated and not respected, they are called Sardanapales. In such rulers, valor was considered a gange, shyness was considered an oddity, chastity – foolishness, thrift – miserliness. Orikhovsky's thoughts about the qualities of a perfect ruler largely coincide with the thoughts of Plato, Aristotle, Erasmus of Rotterdam, N. Machiaveli, J. Pontano, A. F. Modrzewski, T. Mora, with whose works he was well aware. There are even direct references to the works of some of them. The thinker used borrowed ideas creatively, critically, meaningfully *(Lichtensztul, 1939:58)*. But, unlike Machiaveli, who advises the queen to be cruel and treacherous in achieving her goal, Orikhovsky believes that the king should earn the favor and favor of his subordinates, take care of their respect and favor, because without this there can be no strong power of kings *(Plato. 1994:101)*.

Like Cicero, Orichowsky teaches the king that the sciences, in particular, philosophy, should not only teach the mind, but also be attractive, should cheer both the mind and the heart. He is convinced that the main goal of humanitarian education is to exercise the soul, that is, to ennoble a person internally, to «humanize» (humanize), to cure the soul *(Orikhovsky, 1984:1)*.

The foundations of not only Renaissance, but also modern theories of state and law were laid by many generations of European scholars, starting from Greek and Roman thinkers, and among them one of the leading places belongs to Orikhovsky. Among subsequent generations of Ukrainian statesmen and politicians, Yuri Nemyrych, Pylyp Orlyk, Teofan Prokopovych dealt with the problem of an ideal ruler. There is reason to believe that they were familiar with Orikhovsky's reasoning in this regard.

The article examines one of the important aspects of the activity of the great Ukrainian-Polish thinker of the first half of the sixteenth century, the leading representative of the «Catholic Rus» – S. Orikhovsky, who significantly influenced the further development of spiritual, cultural and religious processes not only in Ukraine but also in Poland. All this has not yet been studied sufficiently, although the need for this kind of knowledge is great. This determines the relevance of the topic, and also the fact that, given Ukraine's European choice, it is important to overcome outdated nihilistic stereotypes, including prejudice against the inability of our thinkers to philosophical and theological comprehension of reality. This should help us overcome the tendency to enslave our theological tradition, so actively cultivated in the era of militant atheism.

As a result, it should be noted that the future of the topic is due to the fact that the study of this problem is a necessary component of political, religious, historical and philosophical research, since thematic transformations express the most significant processes that took place in the social life of Ukraine of the XVI century. are still little explored. Among the issues that S. Orikhovsky tried to solve, there were many relevant for Europe of that time, and even today

(the problem of choosing the head of state, tolerant relations between church and state, moral and ethical views, interfaith relations).

The consequences of the study open up prospects for future studies on similar issues and can be used in the practice of teaching normative courses and special courses in political science, history of Ukrainian philosophy, religious studies, as well as in the publication of fundamental works and university textbooks.

References

1. Cicero. (1998) Pro derzhavu. Kyiv: Apriori. [in Ukrainian]

2. Lichtensztul J. (1939) Poglądy filozoficzne i prawne Stanisława Orzechowskiego. Warszawa : Polski Instytut Sztuki i Nauki Ameryki. [in Polish]

3. Lytvynov Volodymyr. (2000) Renesansnyi humanizm v Ukraini (Idei humanizmu epokhy Vidrodzhennia v ukrainskii filosofii XV − pochatku XVII stolittia). Kyiv: Osnovy. [in Ukrainian]

4. Orikhovsky Stanislav (2004). Pratsi. Kyiv : Dnipro. [in Ukrainian]

5. Orikhovsky St. (1972) Wybór pism.Warsawa : Industria. [in Polish]

6. Orikhovsky St. (1984) Policja Królestwa Polskiego. Warsawa : Industria. [in Polish]

7. Plato. (1994)V 473 CD. Politicica. Cambridge : Cambridge University Press. [in English].

NATIONAL EDUCATION IN UKRAINE: REVIVAL OF CHRISTIAN TRADITIONS

Valentina Petrovich

Candidate of Historical Sciences, Associate Professor at the Department of Museology,
Monument Studies and Information and Analytical Activities,
Lesya Ukrainka Volyn National University, Ukraine
e-mail: valyavp@ukr.net, orcid.org/0000-0003-0407-0471

Iryna Charikova

Candidate of Philological Sciences, Associate Professor at the Department
of English Philology, Lesya Ukrainka Volyn National University, Ukraine
e-mail: mytwins@ukr.net, orcid.org/0000-0002-50580-5216

Summary

In Ukraine, the social life transformation period continues and manifests in rethinking the ideals and educational guidelines. The processes of democratization aimed at the development of civil society that started in the last century are taking place in the Ukrainian society at the beginning of the 21st century. These trends cause changes in priorities in social policy oriented at solving the problems of educating the younger generation and the activities of such social institutions as family and school. Spiritual principles based on Christian morality also play an important role in the implementation of the education of the younger generation. The article focuses on the study of the socio-economic, cultural, and pedagogical environment in which the child grew and developed. The authors take a deep look into the historical and pedagogical essence and content of Christian education. The research proves that in the transition of Ukraine to a democratic state system the tendencies of educating the younger generation on Christian cultural traditions spread into the education system. A significant interest in the organization of domestic education is the study and use of the best achievements of the national education system. It has been established that the use of educational potential as one of the main links in the formation of a new generation of society has been established.

Key words: Christianity, Ukrainian society, national education, Christian education, family, school.

1. Introduction

It is youth that plays a vital and in many cases a key role in the modern life-changing stage of economic and political development of Ukraine. At the same time, youth is one of the least protected and sensitive social groups. This fact calls for continuous attention to the growing generation on the part of the government, whose task is to benefit its social adaptation and spiritual upbringing. K. Ushynskiy reasonably highlighted that «the upbringing is a constituent part of the harmonious development of youth and a significant means of preparation for future life. The upbringing should start from early childhood and last continuously and systematically» *(Ushynskyi, 1983: 192–463)*. That is why the search for new forms and methods of

upbringing able to encompass the worries and demands of our contemporary as well as their spiritual abilities and hopes is still topical.

We firmly believe that democratic reforms in our society cannot accomplish unless we orient every society member to Christian values. More than two-thousand-year-old history of Christianity proved that the spiritual strength of a nation and its people depends on the depth of sincerity and order of acceptance of moral values. These values become even more significant during the periods of history when sacred grounds of human existence ruin.

Our traditions prove that the basics of Christianity have always played a special role in the spiritual life of a person. That is why today it is impossible to forecast basic social processes and political situations in the country without addressing the Christian factor, the true folk and national origin of the Ukrainian nation.

Looking into the problem of personal spiritual culture formation, we need to use the achievements of the pedagogy, the heritage of famous pedagogues of the past, in particular, who dedicated their works to the issue of the spiritual upbringing. First of all, these are the works of such national pedagogues-humanists as H. Vashchenko, O. Vyshnevskiy, V. Yelenskiy, I. Ohienko, V. Perebenesiuk, M. Pirohov, V. Sukhomlynskiy, K. Ushynskiy, and others. Their works focused on the research of the essence of the national upbringing and peculiarities of the Christian upbringing in family and at school, analyzing spiritual dimensions of the modern youth, directions of its evolution in the background of the state-forming processes in Ukraine at the end of the 20th century in the context of the complicated, and contradictory social and political phenomena.

It is worth noticing that the issue of the revival of Christian traditions in Ukraine following the long period of their elimination is complicated. So, when we start the revitalization of the national spirituality, we again address the necessity of revival of the national heritage that historically bases on the Christian norms of life and behavior. «Christianity has always grounded on the nations' revival no matter what their historical destiny is», – wrote K. Ushynskiy *(Ushynskyi, 1954: 305)*. O. Vyshnevskiy also supports this conclusion noting that our sense of tradition and historical memory encourages us to do this. Before the Bolsheviks came, Ukrainian upbringing used to be Christian *(Vyshnevskyi, 2006: 22)*.

The article aims at studying the essence and content of the national upbringing notion, and the peculiarity of the usage of Christian traditions in the national upbringing of the growing generation. In correspondence with the aim of the research task, we plan to conduct a historical and pedagogical analysis of the ways and means of the national upbringing of the person, usage of the educative potential of Christianity in the pedagogical heritage of the educators and culturologists with the aim of using their ideas in the modern educational and pedagogical process.

The research makes use of complex of theoretical methods, namely such general scientific methods as deduction and induction, analysis and synthesis, and generalization and systematization to substantiate the essence, character, and structure of terminology, which is the object of the research and formulating of the conclusions of the scientific research; and retrospective and historical and comparative methods.

2. Definition of the concepts of «national education» and «Christian upbringing»

Education as a prerequisite for the forming of the image of the modern Ukrainian has proclaimed Christian values as priorities in education and the upbringing of the future generation. These processes influence the modern realia of our national life as they are historically specified. The definition of the essence and content of the notion of «national upbringing» and «Christian upbringing» also need differentiation.

«The Conception of the National Upbringing of the Student Youth» defines «national upbringing as a system of views, beliefs, ideals, traditions, and customs has been forming for ages by the Ukrainian nation and is aimed at forming of the worldview position and value orientation of the youth realized through the complex of the corresponding measures» *(Rishennia Kolehii Ministerstva osvity i nauky Ukrainy No. 7/2-4, 2009)*. National upbringing mainly corresponds with the needs of the revival of Ukraine. I. Zaichenko forms the main aim of the national upbringing at the modern stage as a transfer to the younger generation of the social experience, rich spiritual culture of the nation, its national mentality, and commonness of the worldview *(Zaichenko, 2008: 377)*. Accordingly, a properly organized and scientifically national upbringing is supposed to reflect the history of the Ukrainian nation and perspectives of the future state-forming processes.

K. Ushynskiy believes that Christianity is an ideal of perfection. The scientist defines its essence and content as «an eternal light or fire post in the desert that enlightens the way for people and nations and should be followed by progress of the nation and true upbringing» *(Ushynskyi, 1983: 101–102)*. The pedagogue defines the tasks of Christianity as acquisition by the personality of the rules of the Christian life and norms of the Christian behavior as «it gives life and determines the purpose of any upbringing as serves as a source of any light and truth» *(Ushynskyi, 1983: 101–102)*.

Yu. Dzerovych, the pedagogue, church, educational, and cultural figure, develops traditions of the Ukrainian national Christian upbringing in his pedagogical activity and formulates the aim of the upbringing, notes that «education is corrupting and dangerous if it is aimed exclusively at the flexibility of the mind, its enrichment with information limiting its value by the framework of true, temporary life leaving behind moral consciousness and heart of a person, not revealing its ideals of kindness, beauty and nobility» *(Pastushenko, 1999: 103; Petrovych, Charikova, 2016: 229)*.

Professor O. Vyshnevskiy defines the focus of attention on traditional Christian upbringing. He believes it is «a development of conscience of a person that keeps from committing evil, points to the immoral actions and warns of a sin. An example of mannerliness is a person who is used of God and Motherland, and, thus, thrives for good in the world and acts responsibly in the everyday activity» *(Vyshnevskyi, 2006: 20)*. The scientist reasonably highlights that the pure «Christian strategy of upbringing is typical for the European tradition and dominates in the culture, in the relations and pedagogics of the European states today» *(Vyshnevskyi, 2006: 21)*.

So, Christian upbringing is a complicated, systematic, and continuous process that grounds on the Christian foundation and favors the physical, spiritual, mental, and social formation of the personality.

3. Influence on the process of education of social institutions

It is impossible to solve the tasks of the national upbringing system without accounting for the experience of ancestors. Various historical epochs demonstrate typical unique traits of upbringing that make it special. Starting with Old Times, the biggest attention has gone to the life rules and emotional atmosphere in which a child lived and absorbed all the information, beliefs, views, feelings, customs, and traditions. The same important for the upbringing of a child were such social institutions as family, school, church, environment, etcetera.

Family is the most significant and valuable unit of society where an example of parents, their worldview, and the activity of a child was and still is a school of life for a child. The scientist and pedagogue Jan Amos Komenský studies the issue of family in the upbringing of a

child. He defined a family as the first level of studying naming it «a maternity school» for a child from the day of birth until the age of six. He considered the basic purpose of this school a protection from harmful influences and the formation of a solid basis for the whole system of future education and upbringing. This school determined the content, organization, methods of upbringing in the family, and responsibilities of parents *(Komenskyi, 2008; Istoriia pedahohiky: lektsii ta khrestomatiia, 2007: 16)*.

A pedagogical system of K. Ushynskyi, who is a founder of a new «folk school» placed a focus on the purpose of upbringing determining it as preparation of a person for life and work, formation of the sense of duty in relation to people as well as cultivation of patriotism and love for Motherland. The scientist wrote «Every nation has its own unique system of upbringing» where the focus of attention is the upbringing of children in the family *(Ushynskyi, 1983: 192–463)*, and «every living nation is the most beautiful God's creature on Earth and the upbringing should draw from this rich and pure source» *(Ushynskyi, 1983: 43–103)*. That is why the first duty of a citizen and parent is the upbringing of citizens valuable for society *(Ushynskyi, 1974: 149)*.

In Kyiv Russ state, a church was particularly important. After the introduction of Christianity in 988, it started to influence the development of the Old Russian culture, organization, and development of the school and upbringing based on Christian dispensation. It is worth noting that a specific feature of upbringing in Ancient Rus' was the involvement of a person in Christianity from childhood. V. Bidnov highlights that churches and monasteries became centers of folk Christian upbringing and education and churchmen and monks spread primary education among all the layers of the population *(Bidnov, 1993: 197–221)*. Church was a school of salvation in spirit and a kind of teacher's training college where parents studied. Later they shared their knowledge with their families and brought themselves and their families to God.

We totally agree with the statement of T. Zinkevych, who notes that «orthodox Christian faith and churches have always played an important role in the life of Ukrainians. From the times of the introduction of Christianity on our lands, they have become a spiritual foundation for the development of Russ-Ukraine and a guarantor of its civilized progress. Christian faith and Church in Kyiv Russ were important and integral factors of Ancient Russ state-formation» *(Zinkevych, 2019: 15)*.

In the 11th – 12th centuries, specific textbooks on family upbringing appeared. They were in the form of lectures that parents perceived as instructions for upbringing. For example, «Lecture for Children by Volodymyr Monomakh» is a significant public, educational and religious monument of literature of Kyiv Russ dated 1117. Volodymyr Monomakh is an outstanding representative of Kyiv Russ ruling elite dynasty of Rurikids. Grand Duke believed that positive examples of parents and grandparents should educate children. Teaching children, the duke gives various educational advice and recommendations grounding on Christian values. At the time, The Lecture became an example for other families in terms of the upbringing of children. It read about Christian virtues and highlighted the necessity to follow them throughout life. In particular, The Lecture tells that «Three good deeds can do away with sins and help not to lose the Kingdom of God through confession, tears, and charity. Be not arrogant either in mind or heart... Be not lazy... Do not forget about the needy... Do not kill either guilty or non-guilty and do not let to kill even those who deserve death... Respect both old and young... Take care of the ill, and always greet and say kind words to all... Do not forget what you know and learn what you do not know... Do a good deed; do not be lazy to do good deeds first of all for Church... May not sun meet you on your deathbed... My dear children, be not afraid of death, war, beast but act as God instructs» *(Volodymyr Monomakh, 1989: 457–458, 462)*.

Another social and emotional responsibility in terms of a child's upbringing is their environment. Godparents who are spiritual relatives of a newborn child bore special responsibility. In different historical epochs, they were the same important as biological parents as they were answerable for the religious upbringing and well-being of a child in God. On the day of the christening, they took responsibility to support a child and help it grow up in God's love. L. Kostiuk writes that godparents are accountable to God and parents for the spiritual upbringing of the godchildren; bring them to school and wedding crown…» *(Kostiuk, 2013: 260–265)*.

Jan Amos Komenský also wrote about the ideal of the Christian upbringing. The scientist particularly focused on good morals of upbringing. He noted that all Christians should generously share with others the amenities given to them as the true laws of humanity teach. It also teaches all Christians to be loyal, sincere, and gracious *(Komenskyi, 2008; Snisarevska, 2014: 180–181; Sannikova, 2000: 482–488)*.

The works of Jan Amos Komenský pay special attention to school, which is a vital institution for the upbringing of the younger generation. He points out that the main feature of every Christian state is «schools for the young of both genders without any exceptions; where they can study sciences, perfect in talents, enrich with godliness thus studying all good important for the present and future life» *(Istoriia pedahohiky: lektsii ta khrestomatiia, 2007: 86)*.

One of the basic principles of pedagogic views of I. Ohiienko was the implementation of Christian ideals in the educational process. The scientist defines such main features of spiritual development of the Ukrainian youth as Christian godliness, fairness, and diligence *(Ohiienko, 1991: 84)*.

Professor H. Vashchenko, the founder of the Ukrainian educational system, made use of the best of the past and created a bright example of the educational ideal. The scientist took the Christian ideal as a basis for national pedagogics. The pedagogue considered the upbringing of the young Ukrainian generation should encompass the spirituality of the nation, that has always based on faith in God. Namely, he wrote «Service to God and Motherland demands, first of all, high intellectual skills. To serve God and Motherland, one should possess a corresponding worldview, professional qualification, and highly developed intellectual skills» *(Vashchenko, 1994: 183)*.

H. Vashchenko believes it is impossible to educate Christian morals without teaching religion at schools, and without Christian morals, one cannot have freedom, love, and fairness. H. Vashchenko insisted that the Christian ideal should serve as a basis for the pedagogical systems of all European nations *(Vashchenko, 1994: 83)*.

4. Revival of national historical Christian values

Today, all the prospective forces of mankind believe in the necessity of the revival of historical Christian values. At present, we continually come back to the Christian educational ideal substantiated by H. Vashchenko.

A. Halchevska analyzed the works of K. Ushynskyi concerning Christian and national upbringing and reasonably noted that «revival of Ukraine is impossible without wakening national consciousness of the Ukrainian people. That is why the special concern is that most of the Ukrainians do not consider themselves part of the nation and do not bring their activity into correlation with the interests of the nation» *(Halchevska, 2015: 89)*. So, grounding on the point of view of N. Pastushenko, we agree that correlation of the family, state, and church is topical for upbringing under current circumstances. These institutions should act in concord and make each other stronger. The scientist devoted her research to the works of Yu. Dzerovych analyzes

the tasks he allocated for each of the abovementioned institutions. Yu. Dzerovych believes that a family should educate individually, a state – nationally and socially, and a church – religiously and morally. A school is a unique link in the chain of a family – a school – a church *(Pastushenko, 2011: 15)*.

Today, a smooth upbringing guarantees the development of a personality in all spheres of our life. Upbringing based on Christian traditions is an educational activity of a school and a family aimed at forming moral qualities on the basis of behavior norms *(Mikheieva, 2004: 68)*.

T. Ilina reasonably points out that the Christian upbringing of children is a means of preventing evil in a human. It is not limited by family but continues at school, among relatives, in communication, and is complemented by the church, the army, at work, and in marriage *(Ilina, 1996: 24)*.

5. Conclusion

Summarizing the abovementioned, we should highlight that the issue of national upbringing formed historically and its basic framework shaped together with the development and establishment of the Christian traditions, namely greatness of soul, formation of the emotional and moral needs, thrive for self-perfection and neighborly charity.

The modern system of national upbringing focuses on the idea that a person should be educated in the system of Christian values as their potential is not just a complex of individual views, but a new life and a new person demonstrating new feelings, emotions, and thoughts.

Ukrainian society reexamines a system of values on which our life-sustaining activity has been based for many years. This process is quite natural. Social institutions are busy searching for educational ideals acceptable to the current situation. The ideal cannot be found in the future, but its trace should be somewhere in the past, namely in the history. When Ukrainian nationhood is forming, a family, school, and environment should organize their cooperation to make full use of the potential of Christian morals, which have always played a vital role in the life of the Ukrainian people. Active national revival happening in our society now even more catalyzes the process of the formation of the national upbringing system using potential of the national and universal human values.

References

1. Bidnov, V. (1993) Shkola ta osvita na Ukraini. Ukrainska kultura [School and education in Ukraine. Ukrainian culture]: Lektsii za red. D. Antonovycha. K. : Lybid. (pp. 197–221). Retrieved from http://litopys.org.ua/cultur/cult05.htm. [in Ukrainian].
2. Vashchenko, H. (1994) Vykhovnyi ideal [Educational ideal] : monohrafiia. Poltava : Poltavskyi visnyk. [in Ukrainian].
3. Vyshnevskyi, O. (2006) Teoretychni osnovy suchasnoi ukrainskoi pedahohiky [Theoretical foundations of modern Ukrainian pedagogy]. Posib. dlia stud. vyshch. navch. zakl. Drohobych : Kolo. Retrieved from http://prima.lnu.edu.ua/Pedagogika/library/vyshnevsky.pdf. [in Ukrainian].
4. Volodymyr Monomakh, (1989). Pouchennia. Litopys Ruskyi: za Ipatskym spyskom [Learning. Chronicle of Ruthenian: according to the Ipatsky list] / per. z davnorus. L. Makhnovets ; redkol.: O.H. Honchar, Yu.P. Diachenko, M.H. Zhulynskyi &. Kyiv : Dnipro. (pp. 454–462). Retrieved from http://litopys.org.ua/litop/lit27.htm. [in Ukrainian].

5. Halchevska, A. (2015) Pohliady K. D. Ushynskoho shchodo natsionalnoho vykhovannia [Views of K. D. Ushinsky regarding national education]. Istoryko-pedahohichnyi almanakh. Vyp. 3. Realizatsiia pedahohichnykh idei K. D. Ushynskoho v osviti sohodennia : zb. nauk. prats molodykh doslidn. Zhytomyr : FO-P Levkovets N. M. [in Ukrainian].

6. Zaichenko, I.V. (2008) Pedahohika [Pedagogy]. Navch. posib. dlia stud. vyshch. ped. navch. zakl. K. : «Osvita Ukrainy», «KNT». [in Ukrainian].

7. Zinkevych, T.S. (2019) Khrystyianska relihiia i tserkva yak chynnyk derzhavotvorennia v Kyivskii Rusi [Christian religion and church as a factor of state-building in Kievan Rus] : dys. ... k. i. n. : 07.00.01 – istoriia Ukrainy. Skhidnoievropeiskyi natsionalnyi universytet imeni Lesi Ukrainky. Lutsk. [in Ukrainian].

8. Ilina, T.A. (1996) Problemy moralno-relihiinoho vykhovannia osobystosti v istorii pedaho-hiky (XIX – pochatok XX stolittia) [Problems of moral and religious education of the individual in the history of pedagogy (XIX – beginning of the XX century] : avtoref. dys. ... kand. ped. nauk. : 13.00.01 – zahalna pedahohika ta istoriia pedahohiky. Luhansk. [in Ukrainian].

9. Istoriia pedahohiky: lektsii ta khrestomatiia (2007) [History of Pedagogy: Lectures and Text-books] : navch. posib. / avt.-uporiad. : E.I. Fedorchuk, V.V. Fedorchuk. Kamianets-Podilskyi : Vydavnytstvo Zvoleiko D.H. [in Ukrainian].

10. Komenskyi, Ya.A. (2008) Materynskaia shkola yly o zabotlyvom vospytanyy yunoshestva v pervie shest let [Mother school or about the caring education of young people in the first six years]. Retrieved from https://web.archive.org/web/20130930232601/http://jorigami.ru/PP_corner/Classics/Komensky/01_Comenius_Mother_school.html. [in Ukrainian].

11. Kostiuk, L. (2013) Obriad khreshchennia dytyny u Halychyni druhoi polovyny XIX – pocha-tok XX stolittia [The rite of baptism of a child in Galicia in the second half of the XX – early XXI century]. Ukraina-Yevropa-Svit. 12. pp. 260–265. Retrieved from https://shron1.chtyvo.org.ua/Kostiuk_Lesia/Obriad_khreschennia_dytyny_u_Halychyni_druhoi_polovyny_XX_pochatku_XXI_stolittia.pdf. [in Ukrainian].

12. Mikheieva, L.V.(2004) Istoriia pedahohiky i zahalnoi pedahohiky [History of Pedagogy and General Pedagogy]. Khmelnytskyi : KhDU. Retrieved from https://lubbook.org/book_228_glava_68_2._Moralne_vikhovannja.html. [in Ukrainian].

13. Ohiienko, I.I. (1991) Ukrainska kultura i nasha tserkva [Ukrainian culture and our church]. Vinnipeh, Kanada : Nakladom tovarystva «Volyn». [in Ukrainian].

14. Pastushenko, N.M. (1999) Bez relihii zhyty, znachyt rozluchytysia z humanizmom. Pro pedahohichni pohliady Yu. Dzerovycha [To live without religion means to part with human-ism. On the pedagogical views of Y. Dzerovich]. Pedahohika tolerantnosti. 2. pp. 99–105. [in Ukrainian].

15. Pastushenko, N. (2011) Nevycherpne dzherelo pedahohichnoi mudrosti [An inexhaust-ible source of pedagogical wisdom]. Pedahohichna dumka. 1. pp. 5–23. Retrieved from http://loippo.lviv.ua/files/2016/Vudanja/jurnal-1-2011.pdf. [in Ukrainian].

16. Petrovych, V., Charikova, I. (2016) Pravoslavnyi aspekt u sotsialno-vykhovnii roboti z ditmy ta moloddiu v hromadi [Orthodox aspect in social and educational work with children and youth in the community]. Volynskyi Blahovisnyk. 4. pp. 227–234. [in Ukrainian].

17. Rishennia Kolehii Ministerstva osvity i nauky Ukrainy (2009) Pro zatverdzhennia Kont-septsii natsionalnoho vykhovannia studentskoi molodi [On the approval of the Concept of national education of student youth]. Retrieved from https://zakon.rada.gov.ua/rada/show/vr2_4290-09#Text. [in Ukrainian].

18. Sannikova, T. (2000) Ya. A. Komenskyi ta suchasne dukhovne vykhovannia [Y. A. Come-nius and modern spiritual education]. Vykhovannia molodoho pokolinnia na pryntsypakh

khrystyianskoi morali v protsesi dukhovnoho vidrodzhennia Ukrainy : Naukovi zapysky. T. 3 : Bibliia na terenakh Ukrainy. Ostroh : Nats. un-t «Ostrozka akad.» [in Ukrainian].

19. Snisarevska, A. (2014) Moralne vykhovannia osobystosti u pedahohichnykh pohliadakh Yana Amosa Komenskoho [Moral education of the individual in the pedagogical views of Jan Amos Comenius]. Nauka. Osvita. Molod. pp. 180–181 Retrieved from https://library.udpu.edu. ua/library_files/stud_konferenzia/2014/71.pdf. [in Ukrainian].

20. Ushynskyi, K.D. (1974) Pro simeine vykhovannia [About family education]. K. : Radianska shkola. [in Ukrainian].

21. Ushynskyi, K.D. (1954) Tvory : v 6-ty t. T. 1: Pedahohichni statti [Pedagogical articles]. K. : Radianska shkola. [in Ukrainian].

22. Ushynskyi, K.D. (1983) Vybrani pedahohichni tvory : v 2 tt. T. 1. Teoretychni problemy vykhovannia i osvity. Liudyna yak predmet vykhovannia. Sproba pedahohichnoi antropolohii [Theoretical problems of upbringing and education. Man as a subject of education. Attempt at pedagogical anthropology]. K. : Radianska shkola. [in Ukrainian].

23. Ushynskyi, K.D. (1983) Vybrani pedahohichni tvory : v 2 tt. T. 1. Teoretychni problemy vykhovannia i osvity. Pro narodnist u hromadskomu vykhovanni [Theoretical problems of upbringing and education. About nationality in public education]. K. : Radianska shkola. [in Ukrainian].

CHALLENGES FOR THE POLITICAL COMPETENCE OF CITIZENS IN THE CONTEXT OF UKRAINE'S EUROPEAN INTEGRATION

Anastasiia Stoliarova

Postgraduate Student at the Department of Political Theories,
Faculty of Psychology, Political Science and Sociology,
National University "Odesa Law Academy", Ukraine
e-mail: politics@onua.edu.ua, orcid.org/0000-0001-8962-5776

Summary

The article aims at identifying the latest challenges for the political competence of Ukrainian citizens in the context of European integration. Russia's large-scale aggression is certainly becoming a major challenge for citizens, those who are forced to save their lives under daily cruise missile attacks launched from a terrorist country. At the same time, the war leveled differences between the regions on the issue of European and Euro-Atlantic integration, consolidated Ukrainian society around democratic values and democratic choice. Political competence of citizens is defined as a complex socio-political phenomenon that allows assessing the rationality and effectiveness of government actions and exercises the right to change government. Applying the institutionalism of rational choice, it has been determined that it is the ability of citizens to make democratic choices in difficult conditions that is a convincing evidence of a high level of political competence. Based on the method of historical institutionalism, the completion of the post-Soviet transformations stage is noted.

Ukrainians have made their choice in favor of democracy. At the same time, new challenges arise for the citizens' political competence. They are institutional in nature and are associated with the activities of such institutions as elections (electoral campaigns at the national and local levels), mass media, the institute of political education, civil society, and so on. It is proved that the political competence of citizens is manifested in the electoral process, but is not limited to just participation in voting. It consists in the implementation of a control function – a critical and rational assessment of the actions of public authorities and the opposition. This is the reason for the role of mass media and civil society. The challenges to the activities of the mass media institute are the mediatization of politics (media shows, media scandals) and, at the same time, attempts by the public authorities to restrict freedom of speech. Such restrictions, which are absolutely justified under martial law, potentially pose a threat minding a return to the authoritarian model in the relations "Power – Mass media – Society".

Special attention is paid to the role of the institute of public intellectuals in the process of forming the political competence of citizens.

Key words: democracy, political competence, political institutions, democratization, mass media, civil society, political education, public intellectuals, European integration.

1. Introduction

Democracy is impossible without competent citizens able to make a choice. New challenges for political competence are caused by the formation of the information age, they are associated with the mediatization of politics, media scandals and attempts by the authorities in

some countries to restrict freedom of speech. Ukraine has made its own democratic choice – European and Euro-Atlantic integration.

Sound public policy in a democracy is based on the opinion of citizens, so political competence becomes the key to good governance.

Political competence in democratic countries is fully manifested in the ability of citizens to make rational electoral choice (change governments during elections), to critically assess the activities of public authorities. In the realities of war, the security dimension of the political competence of citizens is of particular importance. After all, citizens of Ukraine are forced, instead of everyday affairs and evaluating the activities of politicians, to acquire skills to survive under shelling, without electricity, or even without housing, environmental genocide caused by the destruction of the Kakhovsky reservoir and the threat of nuclear escalation by some representatives of the authorities of the aggressor country, the terrorist country. This is a completely new dimension of political competence for the twenty–first century – a rational assessment of the public authorities actions in the context of the largest war in Europe. The need to overcome new challenges **actualizes** the need to study the political competence of citizens in the context of European integration, as well as the Euro-Atlantic one. After all, we must not forget that large-scale armed aggression is aimed precisely at preventing the European and Euro-Atlantic integration of Ukraine, complicating the processes of democratization, etc.

The aim of the study is to identify challenges for the political competence of Ukrainian citizens in the context of European integration. This goal led to the **following research tasks:**

– determining the institutional nature of challenges to the political competence of citizens using the 'new institutionalism' methodology;

– substantiating the role of mass media institutions and elections in shaping the political competence of citizens and identifying the mediatization of politics and media scandals as new challenges for it;

– identifying possible ways to overcome new challenges for the political competence of citizens and identifying institutions that play an important role in this process.

Research methodology. It is determined by the specific goal and objectives of the study. Considering that challenges to the political competence of citizens are institutional in nature, the methodology of new institutionalism was applied. The idea of historical institutionalism to determine the dependence on the post-Soviet experience ("*the path passed*") in the process of forming the political competence of citizens. Understanding the importance of social factors (the level in consolidation of society, values, empathy and altruism) which the sociological institutionalism emphasizes. The focus of the process of forming the political competence of citizens is on the rationalization of their behavior, along with the need to understand the importance of public good and the focus of democratic choice on its implementation (institutionalism of rational choice). To solve the research tasks and achieve a certain goal, the appropriate logic of presenting the material was applied – from identifying new challenges for political competence to justifying possible ways to rationalize the democratic choice of citizens in the context of European integration.

2. Political competence of citizens: electoral choice and assessment of governance

The political competence of citizens under democracy is fully manifested during the electoral process. A minimum level of political competence is necessary for citizens of democratic countries to determine, at the most general level, the criteria for "good governance" and evaluate the current actions of public authorities. Electoral choice involves media literacy,

critical thinking, and the ability to identify real alternatives to choice and choose one of them based on rationality. At the same time, the electoral choice necessarily contains elements of a media show. In the world of internet communications, political election shows allow mobilizing own target group, consolidate the electorate around the candidate. They possess an important emotional component. But, unfortunately, in Ukraine, electoral media shows have completely replaced political debates between candidates, turning the exchange of rational arguments into the "spare wheel" of the electoral process.

In previous works, it was already necessary to note that "fundamental condition for the European choice of Ukraine is the political competence of a citizen... in the information society, the political competence of citizens becomes part of their daily life."…» *(Stoliarova, 2022)*. It should be noted, that in the process of forming the political competence of Ukrainian citizens, the following factors were of particular influence. "First, the Soviet experience of the authorities' paternalistic attitude towards citizens and the difficult path for Ukrainian society to overcome it. Secondly, there is insufficient attention of both the authorities and citizens to political education, including adult education. In modern conditions, increasing the level of political competence of citizens should occur throughout life – from the school desk to adult education in the form of trainings on the theory and practice of political science, lectures by well-known political scientists, lawyers, sociologists and economists, and round tables. Third, the mediatization of politics directly affects the level of political competence of citizens, since the reduction of complex political and socio-economic problems to shows in the mass media and the development of manipulative information and communication technologies complicates the rational choice of citizens. Citizens actually have to make decisions in the context of information chaos, when the ability to select relevant information and identify fake news comes to the fore, separating them from the reliable information" *(Stoliarova, 2022)*.

Ukrainian citizens have chosen democracy and are defending their democratic choice both on the maidan during the 'Orange Revolution' (2004) and the Revolution of Dignity (2013–2014), and with weapons in their hands facing a large-scale Russian invasion. It can be argued that the stage of post-Soviet transformation has been completed, and the dependence of the future Ukrainian society on the Soviet authoritarian experience has radically decreased. And this is in contrast to other countries that remain supporters of an authoritarian type of governance, which requires citizens not competence, but submission.

It comes as no surprise that Leonid Kuchma, the second president of Ukraine, known for his book "Ukraine is not Russia", clarified his statement after the beginning of the Russian aggression: "Ukraine is not Russia. And it will never become Russia. Do not count on it! We are already winning. And there's nothing to stop it" *(Perun, 2022)*.

In the context of the new democratic cooperation, the significance of the political competence of the government and the opposition, whose activities the existence of an independent Ukrainian state depends on, increases. In other words, the political competence of authorities and citizens in war conditions should respond to the challenges of statehood and independence, and not just to the question of choosing what Ukraine should be like. First, we are talking about the implementation of the foreign policy choice made in favor of European and Euro-Atlantic integration. Obviously, the East – West alternative has been overcome. It is to be noted: "The political debate in the mass media about the foreign policy choice today concerns not only the existential dilemma of the Ukrainian "East – West" establishment rooted in the history. Ukraine's foreign policy choice defines European and Euro-Atlantic integration at the level of consensus of the ruling class, it is enshrined in the legal field. Strategic choice is made… EU and NATO integration is hampered by the need for simultaneous disintegration with the Soviet totalitarianism and the postimperial legacy» *(Yakovlev, Amirov & Stoliarova, 2021)*.

As for domestic policy alternatives, the definition and choice of which requires a high level of political competence, it should be agreed that such alternatives, at a minimum, include "authoritarianism v. democracy", "parliamentary v. presidential republic" (choosing the form of governance), "proportional v. majority model" (choosing the electoral system) *(Yakovlev, 2016).*

In general, the political choice of citizens does not require a high level of political education or any special knowledge. This view is confirmed by A. Lupia and M. McCubbins. They define it as follows: "Decades of survey research document a long list of political questions that the common citizen cannot answer. Less well documented is what this lack of information implies about citizen competence. A common conclusion is that citizens who cannot answer political questions (i.e., those who score low on typical survey-based measures of political sophistication or knowledge) are not competent participants in the political process. We reject this conclusion. We argue that for many of the most common political tasks – such as voting in a presidential election or for or against a piece of legislation – competence requires very little information. Moreover, we contend that what little information competent performance requires in these contexts can be learned from others (e.g., political parties, elite endorsements, friends, and family)" *(Lupia & McCubbins, 2000).*

In other words, a democratic environment and the ability to choose a source of political information play an important role in the formation of political competence. These include both the mass media and friends or family. In the context of the development of internet communications, there are new challenges for the political competence of citizens. These challenges require new institutions that will contribute to the formation of political competence of citizens.

3. New challenges for the citizens' political competence

In the context of European integration, which provides for democratic reflexivity, inclusivity and proximity, that is, expanding the space of citizens' participation in the development and implementation of political choices, the institutional dimension of politics in Ukraine is being transformed. The activation of civil society institutions, the formation of a party system and the development of state – independent mass media are integral components of democratization. At the same time, there are new challenges that need answers.

P. Rosanvallon writes about the new democratic legitimacy, which should take into account the new democratic interaction formed under the influence of the development of internet communications. This is a global process. After all, "It was the Internet that turned the very concept of public opinion upside down. If earlier it existed only in an organized or presented form (in the form of polls, statements of mass media, parties or various speakers), now it has a direct and independent material consistency. There is nothing hidden in the World Wide Web (even though nothing can be arithmetic and measured here). This completely changed the conditions of response of the ruling circles to society…the political identity loses its structure. From now on, the variable break lines are redisplayed (reproduced) on an increasing number of topics. This leads to the weakening and relativization of the majority concept" *(Rozanvalon, 2009, 257).* Those changes associated with the formation of the internet communications space, which cause institutional challenges for the formation of political competence of citizens, can be compared with the period of the Industrial Revolution and democratization in Europe. It is worth agreeing that "the emergence of civic competence as a social phenomenon is directly related to the transition from traditional to mature civil society and the process of civic socialization.". Back in the XVII–XVIII centuries, the enlighteners Rousseau, Voltaire, Locke and others actively discussed T. Hobbes' book "On the Citizen". For civil society, they

believed, we need a developed, highly self-aware, independent citizen who defends both his/her individual and public interests" *(Shevchuk, 2018)*.

Accordingly, modern democratic interaction requires the establishment of new institutions. Just as political parties once emerged as a result of the consolidation of universal suffrage, so modern challenges require adequate institutional responses. According to P. Rosanvallon, the new institution of democratic political interaction of the Internet era should be the "public commission": "Its role is to record needs and requests, clarify analyses, introduce debates, outline the conditions for possible solutions... The public commission should be perceived as a kind of *enzyme* (catalyst) for the public interaction" *(Rozanvalon, 2009, 257)*. It is obvious that the implementation of such an idea requires increasing the level of political competence of citizens, media literacy in particular, as the ability to make rational choices in the context of mediatization of politics.

The role of the public intellectuals institution is growing in the new conditions of a democratic interaction. It should be noted the opinion of P. Rosanvallon, who believes that "… great moments of the breakthrough of democracy have always corresponded to paradigm amendments in the intellectual sphere. That is why activists, journalists and scientists are once again called upon to join forces" *(Rosanvallon, 2009, p. 259)*. We agree that "Public intellectuals, as a component of the intellectual elite of Ukrainian society, refusing to identify with the "Soviet/ post-Soviet intelligentsia", offer their own rational visions of democratization and modernization of the Ukrainian society, at the same time, looking for their own place in the public discourse – from "image makers", "political strategists", "creative class" to the next version of "servants" of the "oligarchic-lumpen" alliance. In political communication, public intellectuals apply the technology of open letters, applications and appeals. Public intellectuals, when appealing to the public, perform an important function of rationalizing political communication" *(Yakovlev, 2022)*. Given that the activities of public intellectuals are aimed at rationalizing public policy, the institute of public intellectuals can become a safeguard for mediatizing politics, turning politics into a media process and a media show.

Public intellectuals can potentially become part of the public commissions that P. Rosanvallon wrote about. After all, it is the political competence, which public intellectuals possess, that allows them to make rational choices, to determine the public interest and follow it in public policy.

4. Conclusions

To increase the level of political competence of citizens, special attention should be paid to political education. Political education plays a particularly important role in the post-Soviet stage, when the traditions of authoritarian governance are no longer perceived by the majority of citizens, but the standards, norms and rules of democratic political interaction are not yet established. But the main thing for political competence is the influence of civil society. It is civil society, which consists of individuals for whom the public good is a priority, but not private interests, that is the environment of democratic political competence. In the modern world, it is not enough to make rational choices. Competence primarily consists in the ability to determine the public interest by formulating an alternative to the political choice "*private interest v. public interest*" and actively defend that public interest. In a democracy, the foundation of political competence is laid in the process of socialization of individuals under the influence of civil society.

The process of Ukraine's European integration requires increasing the level of political competence of citizens regarding the selection and critical assessment of information distributed

on the Internet. After all, the communicative dimension of a European integration is one of the main ones. Attracting citizens to the European information environment is a prerequisite for successful European integration. Media literacy and the ability to choose a reliable source of political information come to the fore. And public intellectuals play an important role in this.

References

1. Lupia, A., & McCubbins, M. (2000). *The Institutional Foundations of Political Competence: How Citizens Learn What They Need to Know. In A. Lupia, M. McCubbins, & S. Popkin (Eds.), Elements of Reason: Cognition, Choice, and the Bounds of Rationality .Cambridge Studies in Public Opinion and Political Psychology. Cambridge: Cambridge University Press.* 47–66. DOI: 10.1017/CBO9780511805813.003.

2. Perun, V. (2022, 10 March.) *"Ukraine is not Russia. And it will never become Russia," Kuchma said. ["Ukraina – ne rosiia. I nikoly ne stane rosiieiu", – Kuchma] LB.ua Retrieved from: https://en.lb.ua/news/2022/03/10/10670_ukraine_russia.html [in Ukrainian].*

3. Rozanvalon, P. (2009). *Demokratychna lehitymnist. Bezstoronnist, refleksyvnist, nablyzhenist [Democratic legitimacy. Impartiality, reflexivity, closeness]. Kyiv : Vyd. dim «Kyievo-mohylianska akademiia», 287 [in Ukrainian].*

4. Stoliarova, A. Yu. (2022). *Politychna kompetentnist hromadian: novi vyklyky [Political competence of citizens: new challenges]. Yevropeiskyi vybir Ukrainy, rozvytok nauky ta natsionalna bezpeka v realiiakh masshtabnoi viiskovoi ahresii ta hlobalnykh vyklykiv KhKhI stolittia» (do 25-richchia Natsionalnoho universytetu «Odeska yurydychna akademiia» ta 175-richchia Odeskoi shkoly prava) : u 2 t. : materialy Mizhnar.nauk.-prakt. konf. (m. Odesa, 17 chervnia 2022 r.). Odesa : Vydavnychyi dim «Helvetyka», (1), 264–267 [in Ukrainian].*

5. Shevchuk, T.Ie. (2018). *Hromadianska kompetentnist yak element formuvannia osobystosti maibutnikh fakhivtsiv [Civil competence as an element of the formation of the personality of future specialists]. Young Scientist. 4.1 (56.1). 85–88 [in Ukrainian].*

6. Yakovlev, D. V. (2022). *Publichni zvernennia intelektualiv yak tekhnolohiia ratsionalizatsii politychnoi komunikatsii [Public appeals of intellectuals as a technology of rationalization of political communication]. Aktualni problemy filosofii ta sotsiolohii, (38), 87–93 [in Ukrainian].*

7. Yakovlev, D. V. (2016). *Sotsiolohiia politychnoho vyboru: kontury teorii [Sociology of political choice: the contours of theory]. Aktualni problemy filosofii ta sotsiolohii, (10), 194–197 [in Ukrainian]*

8. Yakovlev, D., Amirov, A., & Stoliarova, A. (2021, December). *Debate on Foreign Policy Choice in the Media Landscape of Ukraine. International Conference on Social Science, Psychology and Legal Regulation (SPL 2021). Atlantis Press, (617), 81–87. Retrieved from: https://doi.org/10.2991/assehr.k.211218.014*

HARDER THAN SAID: GETTING PAST «WAR OF ALL AGAINST ALL» IN THE NEGOTIATION LEARNING

Anna Tashchenko
Candidate of Sociological Sciences (Ph.D. in Sociology),
Assistant Professor at the Department of Social Structures and Social Relations,
Taras Shevchenko National University of Kyiv;
Associate Professor at the Department of Commercial Activity and Logistics,
Kyiv National Economic University named after Vadym Hetman, Ukraine
e-mail: anna.tashchenko@knu.ua or tashchenko.anna@kneu.edu.ua,
orcid.org/0000-0002-6038-7337

Victoriia Kryveshchenko
Candidate of Economic Sciences (Ph.D. in Economics), Associate Professor,
Associate Professor, Deputy Head of the Department of Commercial Activity and Logistics,
Kyiv National Economic University named after Vadym Hetman, Ukraine
e-mail: kryveshchenko.viktoriia@kneu.edu.ua, orcid.org/0000-0002-2375-9664

Summary
The purpose of the article was to study students' stereotypes regarding the negotiation process. The use of projective methods helped understand whether students taking specialized courses on negotiations tended to adhere to classical economic provisions and how prevalent this mindset was. The study's results confirmed the frequent presence of simplified ideas about the roles of participants in negotiations, the nature of the process itself, and the perception of other participants, among other aspects. Interestingly, even the newest concepts, presented through textual and multimodal representations, often fell victim to traditional logic in students' interpretations. Most notably, negotiations were still predominantly associated with money conversations, rather than considering the interests of all participants. The dynamic visual images chosen by students as representations of real negotiations demonstrated the persistent influence of stereotypes over innovation in the negotiation context. Particularly, the stereotype regarding the rationality of negotiations was clearly evident. Addressing this challenge in specialized teaching and learning, the authors proposed a realistic approach that incorporates practical experience.
Key words: negotiations, stereotypes, control, mediation, controllability, rationality, visual analysis, content analysis.

1. Introduction

Due to the growing economic interactions between enterprises, the demand for business negotiations has been steadily increasing. What used to be a narrowly specialized skill for closing big deals or resolving disputes, has now transformed into a process aimed at generating the best possible solutions for achieving mutually beneficial agreements. Consequently, there has been an unprecedented influx of information resulting from the analysis and modeling of

the negotiation process. This spans from simple bilateral one-step decisions on single issues to complex decisions regarding large coalition agreements. To facilitate successful negotiations, it is crucial to synchronize internal and external discussions and give equal consideration to both rational and irrational behavior. New ideas about negotiations are gaining increasing popularity and significance, surpassing previous concepts. Business schools and practical settings alike are flooded with a wealth of guidance and advice, designed to assist in reaching agreements and making informed decisions. However, the challenge lies in selecting the most suitable options from these available suggestions.

What approach do entrepreneurs prefer in business negotiations: a zero-sum deal or a mutual benefit approach, when there is a shift in focus from "a battle to divide the pie" to identifying and reconciling the interests of the parties? moving beyond the simplistic "one-sided vs. mutual benefit" debate, and new guidelines for productively resolving the contradictions between value-creating and value-revealing actions *(Sebenius, 2001)*? common behavioral advice and certain behavioral economics visions on negotiations to remind demanding respect, perceptions of fairness, and limits of acceptable deception *(Ariely, 2013; Tashchenko, Shafaliuk, Yakovenko, 2022)*? mediation "mirror & window" technique *(Carter, 2020)*? "stone logic" of the Western way of thinking *(Bono, 2016)* or "thick face & black heart" of the Eastern way of thinking *(Chu, 1994)*? to be a receiver, a giver, or an equalizer *(Grant, 2013)*, etc.? In the new age of business communication, negotiations extend beyond the direct discussion of agreement outcomes. They begin with careful consideration of numerous factors that can influence the final outcome even before the exchange of offers and counter-offers. However, experiments have shown *(Sebenius, 2001)* that, in practice, it is challenging to adopt the social relations perspective suggested by A. Smith ("a game with a positive sum") and not associate negotiations with bargaining for limited resources, which aligns with T. Hobbes' classical concept of the "war of all against all" *(Reznik, 2015: 183–185, 189–191)*.

We decided to examine the initial ideas about negotiations that were prevalent among students enrolled in relevant specialized courses based on their individual choices. According to the findings of J. Sebenius *(Sebenius, 2001)*, it becomes evident that the innovative aspects of negotiation practices are often at risk. In experimental settings where participants are typically strangers, it is likely that they do not even possess the status of "weak ties" *(Reznik, 2015: 197–198)* with each other. Consequently, it is quicker and safer for them to think instrumentally about others. Using a simplified version of projective research, our objective was to determine whether a similar underlying issue exists in the context of negotiation education. If such an issue was identified, our aim was to assess the prevalence of classic stereotypes regarding negotiations.

2. Fogs of mediation: decoding the meanings of negotiation posters

As part of "The art of negotiation" course, we presented our extramural students in their fourth year with nine posters derived from A. Carter's influential book on negotiations (*Resources*, n.d.). It was created by a contemporary expert with modern perspectives, informed by her extensive mediation experience. Each poster served as a visual stimulus, either primarily textual (without illustrations – see Table 1) or multimodal (featuring a slogan accompanied by an illustrative background for the text – see Table 2).

The students were assigned the task of interpreting the meaning of the posters based on their own understanding, without prior exposure to the original book. We collected the responses of seven individual students, ensuring that their interpretations were not influenced

Table 1

Text posters by Alex Carter about negotiations with our working codes

by group discussions or explanations. Analysis of their interpretations revealed that out of the nine posters, five posters predominantly evoked associations aligned with classical attitudes that A. Carter aimed to challenge and diminish in popularity (see Tables 3 and 4). In cases where an equal number of opposing opinions arose, we considered it as evidence favoring the modern and less popular viewpoint. The associations included: the perception of oneself as central to the negotiation process with a desire for a leading role, viewing negotiation as a fierce battle, attempting to dominate and talk more rather than listening to other negotiators, seeking to change others' positions rather than acknowledging and addressing diverse interests, perceiving other negotiation participants as adversaries, competitors, or passive individuals, prioritizing one's own benefit, focusing solely on the outcome of negotiations as the ultimate value, placing excessive emphasis on rationality (particularly one's own), and situating negotiations within an official context, etc.

Table 2

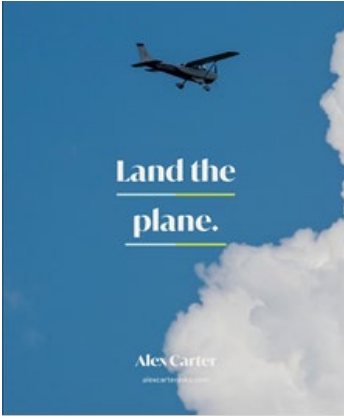**Multimodal posters by Alex Carter about negotiations with our working codes**

Table 3

Decodings of textual and multimodal posters, classical attitude is dominant

№	STUDENTS' ANSWERS, CLASSICAL ATTITUDE
1T	*"[F]irst of all, it's a cooperation of people, everyone has his own thoughts, emotions, and **negotiations are often a clash** of different positions"; "[S]ometimes, [...] **you have to make difficult decisions** that can affect relationships not only with other people, but also with yourself"; "[Y]ou are the main one in conversations and negotiations. Because **you're pursuing** this conversation or negotiation"*
5T	*"[I]f to play, so to speak, a game, then **to play with big bets**"; "[F]or example, when there are negotiations where **you need to get $10,000** investment, but you're not sure if it will work, then **ask for $20,000 so that you will reach the amount of $10,000** through negotiations [smile]. Or it was meant **we always underestimate ourselves**, that we're capable of more, and, therefore, we need to set bigger goals [...]"; "[T]his is **a golden rule** of negotiation [...]. By **adding a conditional 40% to our demands**, we'll have a lot to give, while **remaining completely satisfied with the potential result**"; "If you ask for even more than **you really want**, then there is **a higher** [probability] **percentage** that the interlocutor will **like one of the ideas**"*
2M	*"Being open to the **opponent** or interlocutor, **showing** that calmness and confidence in your intentions, thoughts, and actions, **you** not only **make your interlocutor closer to you**, but also generate trust, which is the key to any kind of successful negotiations"; "It's necessary to provide all interested parties with the information necessary for **making rational decisions** in an open, **complete**, timely, and understandable form"; "[I]f you speak the truth during negotiations, it will be **well perceived** by the interlocutor on the **emotions' level**, and will lead to **greater trust in you**. As a result, the negotiations will be **more effective**"; "Willingness to reveal necessary information confirms **your confidence in your own position, shows you** as a reliable partner, stimulates the **opponent** to maintain the same atmosphere of openness, and, most importantly, allows the partner to assess **your desired outcome of the negotiations**, thus, eliminates **doubts about possible cheating or buying a pig in a poke**"*
3M	*"[I] will lead the negotiations **and take responsibility**"; "[T]he one negotiator **only has the most influence** on the outcome, so **it's more acceptable to lead than to obey**"; "[In] negotiations, it's important to "steer" in order to be able to achieve **your goal** in it"; "If a person chooses to rule, then he **must rule in everything**"*
4M	*"[F]inish the matter **correctly and successfully**, because it's easy to get the plane moving and take off, but the most important thing is to really **finish things properly**, and land the plane safe, because negotiations are always aimed at **achieving the result** properly"; "[W]hen the negotiations go in the wrong direction, to the negativeness, then **stop them** in time [...]"; "[N]egotiations should be brought to an end. Entering into a dialogue with an **opponent** is one thing, but **enduring the opponent's antics**, and getting out of the situation with **the most pleasant result for yourself** – it's a little different thing. [...] here you can trace the **responsibility for your own actions**"*
	STUDENTS' ANSWERS, MODERN ATTITUDE
1T	*"[I]t's **not important to be necessarily attached to the sphere, which we're used to using this concept in**"; "The problem is that a "conversation", that will "steer someone's relationship somewhere", can also be conducted by an inquisitor with a woman he declared a witch and is going to burn at the stake, so this definition of negotiations lacks such a key element as a **consensus of the conversation's participants**"*
5T	*"During the negotiations, you should always **look for a compromise** between different project participants and, accordingly, **hear different opinions, ask for every detail**"*

Table 3 (continuance)

2M	*"**People want** to be confident **in their choice**, i.e., in the people they work with, so **the trust that can be gained** by always telling the truth, without hiding any details, etc., plays a very important role"; "In order for trust to be in negotiations, **you must be as transparent as possible**"; "[I]f a person is transparent, first of all, to himself, then he will **be transparent to others** as well. This saying **applies to everything**, including negotiations. When a person is transparent, in negotiations and in life, **people will reach out to him**, and this is immediately noticeable, and **this is already a big plus** for a person"*
3M	*"Keeping a situation or negotiation in one's own hands is a guarantee of calmness and confidence in managing affairs, but I'd also add to this statement that sometimes **it's presumably and possible to give way, if it contributes to collective success**"; "[T]o take an active **position in life**, and not to rely on the good will of mother, boyfriend, and first employer, but to forge your own happiness somehow. In the context of negotiations, this can be interpreted as defending personal boundaries, fighting gaslighting, **participating in** demonstrations / meetings / other **variations of public dialogue**"*
4M	*"[T]o achieve positive results at the end of negotiations, and **every interlocutor has his benefit. Everyone wins**"*

Table 4

Decodings of textual and multimodal posters, modern attitude is dominant

№	STUDENTS' ANSWERS, CLASSICAL ATTITUDE
2 T	*"[T]o prepare for negotiations, **you prepare facts and arguments** from the past to use during negotiations for improving the future"; "This can happen by analyzing the relationship with the **opponent**, and by reflecting on **your own experience**, and by applying the achievements of the art of negotiations in general"*
3 T	*"**[Y]ou build** the negotiation process **acceptable to you**, and **where you're comfortable** communicating with other participants, **while creating the right atmosphere** inside the negotiations"; "[I]f **you "set a trend"** and present it correctly to interlocutors, **you have influence over others**"; "[T]he one who leads is the boss, and **he comes up people to him, according to his ability,** this person will be very strong in everyday life and in negotiations. In negotiations [...], people will listen to **his opinion**, and will **support him in his decisions**. [...] such people attract others to themselves"*
4 T	*"[N]egotiations go in the life of every person, from a company director to a 3-year-old child, someone negotiates **to attract investment**, and someone negotiates **to get candy** from mom [smile]"; "[N]egotiations can be conducted by anyone, but there are **fundamental concepts** about it"*
1 M	*"[T]o negotiate with someone successfully, you need to understand yourself first. You should define your own goals, real ways to achieve them, and make other necessary preparations in general for a conversation with another person. Being not confident in **your own position** and not aware of your own position, it will be hard **to convince others of it**"*
	STUDENTS' ANSWERS, MODERN ATTITUDE
2 T	*"[N]egotiations, like anything in our world, have their **relevance and time frame**, and in order to keep, let's say, the trendiness and freshness of the negotiations' basics, one should constantly **not only be interested in something new, but also improve linguistic and behavioral skills**"; "We should **learn from our mistakes**, focus on **what we can do now**, and plan for the future"; "[E]ach negotiation affects our future, that is, like the outcome of the negotiations, like **the progress in the future**. Accordingly, the preparation of negotiations should be treated as responsibly as possible, **taking into account all mistakes** from past negotiations";*

Table 4 (continuance)

2T	*"At one time, you think differently, and make some decisions differently. Then [...], when a person becomes **more mature**, he already understands like "I did this in that way, but **it was possible in a different way**", that's why I say **experience doesn't come immediately**, but only with time. [...] every adult person, who has any dialogues or negotiations in the present or in the future, [...] should prepare in advance. That's why I believe **everything comes with time. Everyone learns from his mistakes**"*
3T	*"[W]hen you make a decision, you need **to remember about other people**, and **what benefit you can bring to others**"; "Apparently, this is applicable to cases **when we speak up for someone weaker, sue a former abuser, and try to enlighten a petty district swindler that feminism is measured not only by dividing the KFS check in half**. Thus, by entering into negotiations with a party that can harm others and changing his opinion, **we help those people whom the opponent will meet on his path later**"; "[I]t's important to understand that when you "steer", you do it **not only for yourself**, but also **for the sake of other people**"*
4T	*"[T]his term **doesn't divide people by gender, nationality, color, or status**, negotiations are **open to all**, **without any discrimination** against anyone"; "**Every situation** can be resolved through negotiations"; "In relationships, **people often keep silent about some problems**, which eventually turn into an avalanche that destroys these relationships. An employee cannot defend personal boundaries at work and is fired, and it's a bit problematic to shut up relatives with conversations about marriage at 18. In fact, most of the problems can be solved through **competent dialogue [...]**"; "[I]n life, **every person faces negotiations**, and this applies to **absolutely every situation**. For example: everyday life, work, business, and so on. [...] it's **necessary to be able to talk with people, to find intersection points and compromises**"*
1M	*"Before you go to negotiate something with someone, you should **learn to negotiate with yourself** first"; "[E]verything starts with you, your head, thoughts, and feelings. For the sake of successful negotiations, one **should be in harmony with oneself** first of all"; "To begin, you need to direct yourself from the very beginning – **ask yourself the right question before you sit down across from another person**. Negotiations, relationships, and meetings with clients begin with us through **self-discovery process**, when we understand who we are and what we want to achieve"; "When I start falling asleep, I think about something, I have **a negotiation with myself in my thoughts**, I think about **how to behave in this or that situation**, then I fall asleep. When the morning comes, I also wake up and start **morning talks with myself**, I start making some plans for today or for the future, **if I have some business or need to have a dialogue with a person, I scroll all this in my head, and more than once**"*

It is worth noting that the greatest interest and understanding were gained by the multi-modal poster with the secondary idea of transparency and trust, rather than the poster(s) about mutual steering as the main vision. A. Carter herself emphasizes the importance of the latter idea in her teaching on negotiation *(Carter, 2020; Negotiating through uncertainty, n.d.; Negotiating work-life balance..., n.d.)*

3. Negotiation code: visual content analysis of movie scenes

For the first practical classes at the beginning of the "Conducting business negotiations" course, second-year full-time students were asked to select video scenes (from films or series) that represent negotiations. In the previous lecture, they were shown a video fragment from the beginning of the film "The Dreamseller" to illustrate the modern understanding of negotiations as any conversation with others to achieve a goal, rather than being limited to official discussions in politics and business with desks, documents, and strict dress codes, etc. However, the choice

was solely up to the students, and they brought video fragments that aligned with their original ideas about the negotiation process. Fourteen boys and fifteen girls participated in this project-ive exercise, with some of them selecting several scenes from different sources, and there were instances of repeated video fragments. In total, we watched forty scenes from twenty-nine films and series (see Fig. 1–3), and excluding duplicates, there were thirty-five unique scenes. Two girls were unable to visually demonstrate their video fragments due to technical reasons, so they provided audio representations instead. As a result, thirty-eight scenes with duplicates (thirty-three unique scenes) were included in our analysis. Two scenes from two course participants were filtered out to maintain data uniformity, as we conducted traditional visual content analy-sis combined with a post-semiological approach *(Bataieva, Chumakova-Sierova, 2021: 29)* for all video fragments. This approach required an intuitive and holistic reflection of the key con-textual features in the available visual data, making audio descriptions insufficient.

When analyzing the films and series selected by the students, it was evident that there were noticeable differences. Specifically, sources that depicted scenes with classical negotia-tion stereotypes tended to have more individualized / personalized official posters. Stereotypes derived from classical economics were found to be highly prevalent among the students: 40% of all scenes reproduced the widely accepted simplified representation of negotiations, 34% of all scenes presented a combination of normative and deviant representations, and 26% of all scenes demonstrated a positive response from students towards the suggestion of perceiving negotiations in a modern manner.

**Fig. 1. Posters for films / series, the negotiation scenes of which had
an official normative specificity (the number of unique posters corresponds
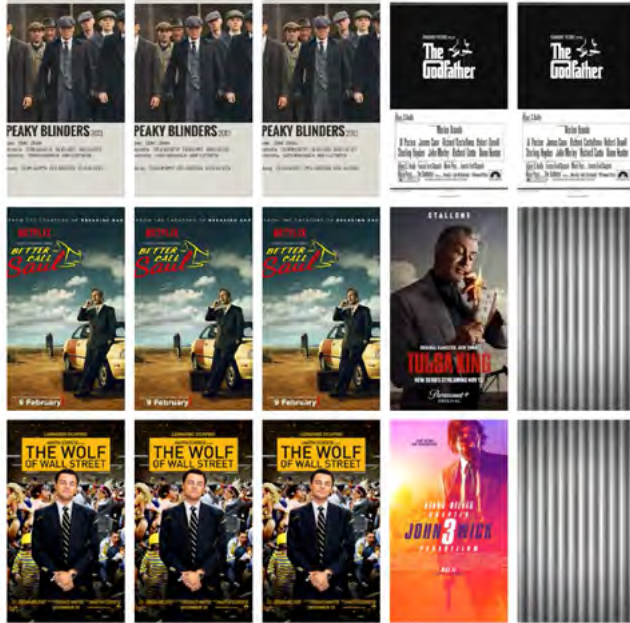to the number of choices by students)**

Fig. 2. Posters for films / series, the negotiation scenes of which had an official deviant specificity (the number of unique posters corresponds to the number of choices by students)
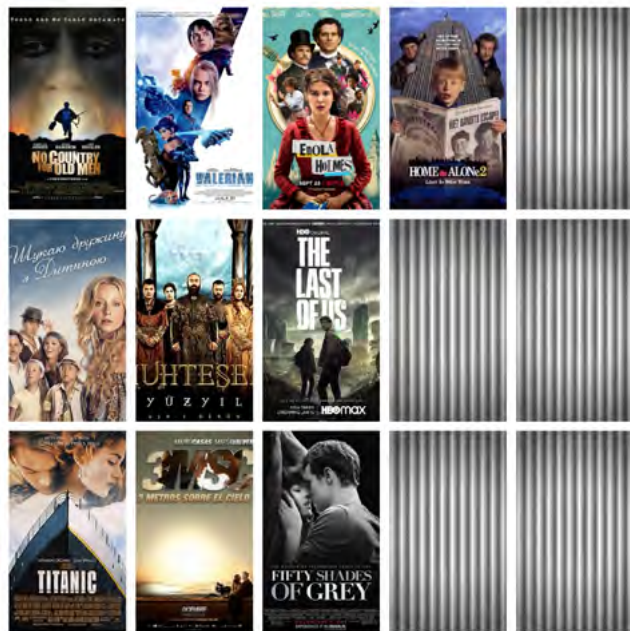

Fig. 3. Posters for films / series, the negotiation scenes of which had unofficial specificity (the number of unique posters corresponds to the number of choices by students)

The negotiation process itself and the skills involved in its conduct were predominantly represented as male competence, and the tendency to make such representations, as well as the general tendency to demonstrate stereotypical classical associations regarding negotiations, was distributed equally among boys and girls (see Table 5). The stereotype about the rationality of negotiations and the expectation of rationality from the participants also influenced students (see Fig. 4). However, the earlier these stereotypes are identified, the greater the chances of questioning them, critically analyzing them, and offering students a different perspective.

Table 5

Content analysis of movie scenes' examples presented by students

Film / series (scene source)	Times selected	Scene gender composition	Two leading negotiation features	Presenters' gender (and number)
Scenes of formal and/or desk discussions, business and/or politics				
Arbitrage	3	Men	Intellect, status	M. (2), F. (1)
Two for the Money	1	Men	Intellect, status	M. (1)
The Pursuit of Happyness	1	Men	Intellect, status	F. (1)
jOBS	1	Men	Intellect, emotions	F. (1)
The Man in the High Castle	1	Men	Intellect, moral	M. (1)
The Founder	1	Men	Intellect, moral	F. (1)
Spider-Man (2002)	1	Men	Status, moral	M. (1)
Sweet November	1	Men	Status, moral	M. (1)
Miss Sloane	1	Mixed	Status, moral	F. (1)
The Originals	1	Mixed	Status, emotions	F. (1)
Elvis	1	Mixed	Moral, intellect	F. (1)
The Intern	1	Mixed	Age, intellect	F. (1)
Anna	1	Mixed	Physical power, intellect	F. (1)
Scenes of formal and/or desk discussions of a criminal nature				
Peaky Blinders	3	Men	Intellect, physical power	M. (2), F. (1)
Better Call Saul	3	Men	Intellect, physical power	F. (2), M. (1)
The Wolf of Wall Street	3	Men	Moral, intellect	M. (3)
The Godfather	2	Men	Status, moral	F. (2)
Tulsa King	1	Men	Moral, emotions	M. (1)
John Wick: Chapter 3 – Parabellum	1	Mixed	Status, physical power	M. (1)
Scenes of informal and/or non-desk conversations				
No Country for Old Men	1	Men	Intellect, physical power	M. (1)
Looking for a Wife with a Child	1	Men	Intellect, age	M. (1)
Magnificent Century	1	Women	Moral, age	F. (1)
Titanic	1	Mixed	Moral, intellect	F. (1)
Enola Holmes	1	Mixed	Moral, status	F. (1)

Table 5 (continuance)

Valerian and the City of a Thousand Planets	1	Mixed	Moral, emotions	F. (1)
Three Steps Above Heaven	1	Mixed	Emotions, moral	F. (1)
The Last of Us	1	Mixed	Physical power, moral	M. (1)
Home Alone 2: Lost in New York	1	Mixed	Age, intellect	F. (1)
Fifty Shades of Grey	1	Mixed	Status, emotions	F. (1)
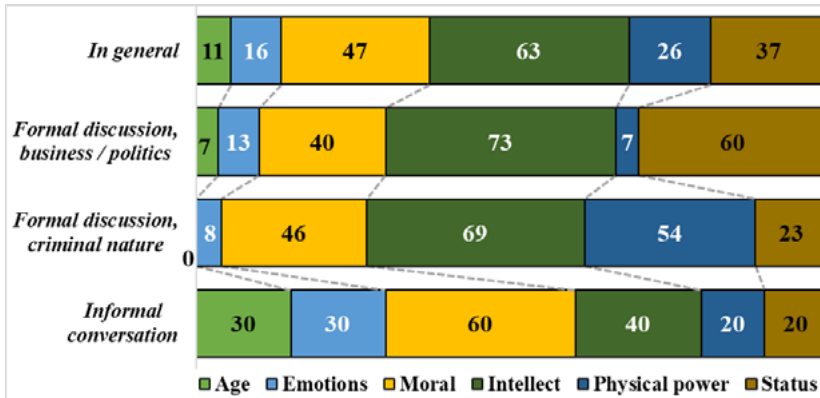
Fig. 4. Proportions of dominant characteristics of negotiations in movie scenes, %

4. Conclusions

While teaching negotiation courses, it should be taken into account that students' spontaneous ideas about negotiations may correspond more closely to the findings of classical economics than to new concepts. Correcting these ideas quickly can be challenging, despite the greater adequacy of new provisions and the simplicity of their textual formulations and visualizations. Specifically, while multimodal posters are expected to be more effective than textual ones in conveying ideas, three out of four multimodal posters by A. Carter evoked associations with classical stereotypes about negotiations. Most notably, the main idea of "asking for more" was subordinated to the completely opposite, old logic of "money conversations". The poster defining negotiations did not generate much interest (although everything about the concept starts with the definition), nor did the poster about starting negotiations at home and from oneself (despite negotiations being a key aspect for the new generation of entrepreneurs), and nor did the poster about "plane landing" (which conveys a secondary, but important auxiliary idea often used in A. Carter's book). The latter can be considered as partly expected, as the corresponding visual image created dissonance with the main visual image repeated in A. Carter's presentations – the image of a boat sailing and being controlled both by the sailor, water, and wind.

It is also obvious that only in those movie scenes, where negotiations were shown not as a clearly defined official procedure, but as a diffuse life part, one could feel the validity of the latest economic concepts and "predictably irrational" behavior (according to D. Ariely's term). Therefore, in order for course takers to acquire the traits of a new generation of entrepreneurs,

theoretical innovations on negotiations need not only to be systematically repeated in their own experience, but to be done even in spite of internal resistance to the ideas necessary for self-renewal. This works similarly to constant reminders to be honest people – such a tool, as D. Ariely claims, is the only one that really helps, and reduces dishonesty significantly. In turn, auxiliary educational materials for negotiations should be designed in contrast to what is being reinterpreted – in order to avoid a false (i.e., opposite in essence) interpretation of the key instructions. When choosing an academic course, students have already intuitively sorted the topics into "useful" and "useless". They have expectations regarding competences and their own criteria of usefulness or lack thereof, but the flexibility of these expectations is not guaranteed. So, they can interpret "useless" information in a way servile to "useful" information, and obeys its logic. Therefore, it is important to repeatedly prove the usefulness of new visions.

References

1. Ariely, D. (2013). The honest truth about dishonesty: How we lie to everyone – especially ourselves. Harper.

2. Bataieva, K. V., & Chumakova-Sierova, A. S. (2021). Vizualizovani tsinnosti u sotsialnykh praktykakh korystuvachiv ukrainskoi sotsialnoi merezhi "Instahram" [Visualized values in the social practices of Ukrainian Instagram users]. Ukrainskyi sotsium, 79(4), 26–45. https://doi.org/10.15407/socium2021.04.026 [in Ukrainian].

3. Bono, E. d. (2016). I am right, you are wrong. Penguin Books, Limited.

4. Carter, A. (2020). Ask for more: 10 questions to negotiate anything. Simon & Schuster.

5. Chu, C.-N. (1994). Thick face, black heart: The path to thriving, winning & succeeding. Warner Books.

6. Grant, A. (2013). Give and take: Why helping others drives our success. Orion Publishing Group, Limited.

7. Negotiating through uncertainty – replay. (n. d.). Alex Carter. https://alexcarterasks.com/negotiating-through-uncertainty-replay

8. Negotiating work-life balance when everyone is home – replay. (n. d.). Alex Carter. https://alexcarterasks.com/negotiating-worklife-balance-replay/

9. Resources for negotiation skills and strategies. (n. d.). Alex Carter. https://alexcarterasks.com/resources

10. Reznik, V. (2015). Teorii sotsialnoho poriadku: Osoblyvosti strukturuvannia ta vykladannia za poiasniuvalnoiu skhemoiu Dzh. Koulmena [Theories of social order: Peculiarities of structuring and teaching according to J. Coleman's explanatory scheme]. Sotsiolohiia: Teoriia, metody, marketynh, (4), 174–201. [in Ukrainian].

11. Sebenius, J. K. (2001). Six habits of merely effective negotiators. Harvard Business Review, (79(4)), 87–95.

12. Tashchenko, A., Shafaliuk, O., & Yakovenko, Y. (2022). Perehliad modelei ratsionalnoho spozhyvacha [Rethinking rational consumer models]. In I. L. Tatomyr & L. H. Kvasnii (Ed.), Povedinkova ekonomika: Vid teorii do praktyky: Mizhdystsyplinarnyi navchalnyi posibnyk (pp. 151–163). POSVIT. [in Ukrainian].

DIGITAL IDENTIFICATION AND FINANCIAL MONITORING: NEW TECHNOLOGIES IN THE FIGHT AGAINST CRIME[1]

Maryna Utkina

Ph.D., Associate Professor, Sumy State University, Ukraine;
Research Fellow, School of Law University of Warwick,
The United Kingdom of Great Britain and Northern Ireland
e-mail: m.utkina@yur.sumdu.edu.uaorcid.org/0000-0002-3801-3742

Summary

The purpose of the research is to explore the role of emerging technologies in combating criminal activities, particularly in digital identification and financial monitoring. The article aims to highlight how these new technologies can enhance the effectiveness of law enforcement agencies and financial institutions in detecting and preventing crime.

Methods. The methodological basis of the research was a set of methods of scientific knowledge. In particular, the phenomenological method allowed the author to analyse national, international, and foreign law legal sources. The analytical method was used during the analysis of the conceptual and categorical apparatus, the definitions of "artificial intelligence", "digital identification", "blockchain", etc. The author also used the method of analysis and generalisation, which made it possible to clarify and generalise views on the essence and types of digital identification for further use in financial monitoring.

Results. The article discusses various technological advancements, such as biometric identification systems, blockchain technology, artificial intelligence, and data analytics, and their application in the fight against crime. It explores how digital identification systems can help verify individuals' identities more securely and efficiently, reducing the risk of identity theft and fraud. Additionally, it examines how financial monitoring tools can enable authorities to track suspicious transactions, detect money laundering activities, and disrupt the financing of criminal organisations. The article also addresses potential concerns and challenges associated with using these technologies, such as privacy issues, data security, and ethical considerations.

Conclusions. New technologies such as biometrics (e.g., fingerprints, facial recognition, iris scans) and blockchain-based systems can improve digital identification processes. These technologies offer increased security, reduced fraud, and streamlined identity verification procedures, preventing theft and other related crimes. Advanced data analytics, machine learning, and artificial intelligence algorithms can be utilised to enhance financial monitoring systems. These technologies enable faster and more accurate identification of suspicious transactions, money laundering activities, and financial crimes. Automated systems can analyse vast amounts of data and detect patterns that would be difficult for humans to identify, thereby assisting law enforcement agencies in combatting financial crimes.

Key words: artificial intelligence, blockchain technology, digital identification, financial intelligence unit, financial monitoring.

1. Introduction

In today's increasingly digital world, digital identification and financial monitoring have revolutionised how individuals and organisations interact with financial systems. The rapid advancement of technology and the widespread adoption of digital platforms have resulted in an unprecedented rise in financial transactions carried out online. With this shift, the need for secure and reliable identification systems has become paramount. Traditional identification methods, such as paper-based documents and physical identification cards, are no longer sufficient to meet the demands of a digital economy. The volume of digital transactions is experiencing a significant growth rate of nearly 13% annually. By 2022, approximately 60% of the global Gross Domestic Product (GDP) is projected to be digitised. This indicates a substantial shift towards digital platforms and technologies in various sectors of the economy, reflecting the increasing reliance on digital transactions for financial activities. The statistics highlight the expanding role of digitalization in shaping the global economy and the need for robust digital infrastructure to support this digital transformation.

The purpose of the research. The research aims to explore emerging technologies' role in combating criminal activities, particularly in digital identification and financial monitoring. The article aims to highlight how these new technologies can enhance the effectiveness of law enforcement agencies and financial institutions in detecting and preventing crime. Financial monitoring complements digital identification by enabling real-time tracking and analysis of financial activities. By integrating digital identification with financial monitoring platforms, regulatory authorities, financial institutions, and businesses can monitor transactions, detect suspicious activities, and mitigate risks more effectively. This combination strengthens financial systems' overall security and stability, reducing illicit financial activities, such as money laundering and terrorist financing.

The methodology. The methodological basis of the research was a set of methods of scientific knowledge. In particular, the phenomenological method allowed the author to analyse national, international, and foreign law legal sources. The analytical method was used during the analysis of the conceptual and categorical apparatus, the definitions of "artificial intelligence", "digital identification", "blockchain", etc. The author also used the method of analysis and generalisation, which made it possible to clarify and generalise views on the essence and types of digital identification for further use in financial monitoring.

2. General Concept of "digital identification"

Identification refers to the act of determining the identity of an individual within a given population. With the world rapidly moving toward a digital landscape, digital identities are imminent *(Kanwar, Reddy, Kedia & Manish, 2022)*. It involves answering "Who is this person?" and can be accomplished through various methods. For instance, one approach involves comparing a person's facial image with a database of multiple images. If the identified person is found within the database, it constitutes an identification. Conversely, it is considered a negative identification if the person is not found. Negative identification can be utilised to verify the absence of duplicates in a database, which is particularly useful for eliminating redundant registrations. This identification process is often referred to as 1-to-many or 1:N matching, or recognition *(Biometrics in Digital Financial Services: An Overview, 2017)*.

In general, McKinsey Global Institute researched digital identification as a key to inclusive growth. According to it, digital identification, or "digital ID", can be authenticated

unambiguously through a digital channel, unlocking access to banking, government benefits, education, and many other critical services (McKinsey Global Institute). Gratzer (2023) noted that "a digital identity allows identifying a person and thus facilities transactions in the digital world". A digital identity is one where most aspects of the system that enables it are accomplished digitally *(Kanwar, Reddy, Kedia & Manish, 2022)*.

Also, we found the definition of a "digital identity" in Commonwealth FinTech Toolkit (2020). It was highlighted as a set of digital records that verify that an individual is who they say they are and allow them to engage in transactions in the modern, digital world.

We propose the next definition of the notion "digital identification" – as the process of using digital technologies to verify and confirm a person's personal identity in the online environment. Key aspects of digital identity include:

– biometrics. Digital identification can use biometrics such as fingerprints, facial recognition, iris scans, or voice data. This data can be stored in digital form and used to identify a person when accessing various services or performing financial transactions. According to the definition provided by Khushk and Iqbal (2015), biometrics refers to an automated approach for verifying or recognizing an individual's identity by leveraging physiological or behavioural characteristics. These characteristics can include unique attributes related to our physical traits, such as fingerprints, iris patterns, or facial features, as well as behavioural patterns, such as voice or signature. Biometric systems utilise these distinct attributes to establish a reliable and secure means of authentication, relying on the principle of "something we are" (referring to our physical traits) or "something we do" (referring to our behavioural patterns). Individuals can be accurately identified or verified by analysing and comparing these biometric traits, enhancing security, and enabling efficient access control in various applications and domains;

– unique identifiers. Each individual can be assigned a unique digital identifier that can be used for identification and authentication in the online environment. This identifier may be linked to biometric or other personal data that helps verify an identity;

– two-factor authentication. Digital identity can include two-factor authentication, which requires two independent ways to verify identity, such as a password and a one-time code sent to a mobile device. The combination of knowledge factors, such as a PIN, and the possession of a device has become increasingly popular in two-factor authentication (2FA) schemes *(Murdoch & Abadi, 2022)*.

– security and data protection. With digital identity, it is important to ensure the security and protection of personal data. Using encryption, secure data transfer protocols, and access control measures helps prevent unauthorised access to personally identifiable information.

Digital identification typically involves collecting and verifying various types of information, such as personal details, biometric data (e.g., fingerprints or facial recognition), or unique identifiers (e.g., usernames or email addresses). This information is securely stored and used to establish a digital identity for each user.

3. Digital identification and financial monitoring

In finance, the matter of identity holds great significance for institutions. As we undergo a period of transformation, it becomes imperative for banks to establish robust and reliable digital identity systems that can mirror their existing expertise in verifying identities within the physical realm. The journey of transitioning from an analog identity model to a digital one is riddled with numerous challenges, including security issues, lack of interoperability, susceptibility to cyber-attacks, and a dearth of user control over personal data. From our perspective,

digital identity remains a distinctly human concept, distinguished by the self-awareness inherent to each individual *(Segovia Domingo & Enríquez, p. 4)*. The decentralised nature of blockchain ensures that identity data is not controlled by a single entity, reducing the risk of data breaches or unauthorised access. Additionally, the immutability of the blockchain ledger makes it difficult for malicious actors to tamper with or manipulate identity information once it has been recorded. Blockchain technologies offer potential solutions to address various concerns related to digital identity. Blockchain allows for the unique authentication of identities through an immutable and secure ledger. The authentication process in blockchain relies on verifying identities using digital signatures based on public key cryptography *(ICAR, 2017)*.

Biometrics, such as fingerprints or palm prints, have played a crucial role in enhancing security at Japanese ATMs. Prior to the availability of fingerprint sensors on high-end mobile phones, this technology was primarily utilized for user verification at ATMs. To access their accounts, users are required to present both their bank card and provide their biometric data *(Biometrics in Digital Financial Services: An Overview, 2017)*. Biometrics, such as fingerprints or palm prints, have enhanced security at Japanese ATMs. Before the availability of fingerprint sensors on high-end mobile phones, this technology was primarily utilised for user verification at ATMs. To access their accounts, users must present both their bank card and their biometric data.

The FATF has developed guidance that help governments, financial institutions, virtual asset service providers and other regulated entities determine whether a digital identity (ID)is appropriate for use for customer due diligence (CDD) *(FATF Guidance on Digital Identity in Brief, 2020)*.

Digital identification is used for financial monitoring in various aspects:

– client authentication. Biometric data such as fingerprints, facial recognition or eye scans can be used to authenticate customers before financial transactions. This allows you to confirm that the person trying to access financial resources is a legitimate user;

– opening bank accounts: Banks can use biometric identification to open bank accounts. Customers can provide their biometric data to verify their identity and prevent the creation of fake accounts;

– fraud detection: Biometric data can be used to detect fraudulent activities in financial transactions. For example, if a customer tries to carry out a transaction under the guise of another person, a biometric identification system can recognise the discrepancy and prevent abuse;

– regulatory compliance: Biometric identification can help financial institutions comply with regulatory requirements, such as anti-money laundering (AML) and counterterrorism (CFT) requirements. Collecting biometric data may be required for identity verification and financial crime prevention.

In FATF Guidance on Digital Identity in Brief (2020), it is noted that the potential of digital identity systems that adhere to rigorous technological, organisational, and governance standards is immense. These systems offer promising solutions for enhancing trust, security, privacy, and convenience when it comes to verifying the identity of individuals in various domains, including financial services, healthcare, and e-government, within the context of the digital era's global economy. To the FATF Standards, appropriately reliable, independent digital ID systems could: facilitate customer identification and verification at on-boarding support ongoing due diligence and scrutiny of transactions throughout the business relationship, facilitate other customer due diligence measures, and aid transaction monitoring to detect and report suspicious transactions, as well as general risk management and anti-fraud efforts *(FATF Guidance on Digital Identity in Brief, 2020)*.

The use of digital identification in financial monitoring can have the following advantages:

– efficiency. Digital identification allows for automating identity verification and financial monitoring processes. This reduces the need to manually verify documents and identification data, increasing processing speed and efficiency;

– convenience for customers: Digital identification provides convenience to customers as they can go through the identification and verification process online without the need to visit physical offices or send documents by post. This provides quick access to financial services and reduces time and effort;

– fraud prevention: Digital identity is based on using biometrics and verifying other unique identifiers, making it difficult to forge or use false identities. This helps prevent fraud, fake accounts, and other financial crimes;

– improved accuracy and reliability of data: With the use of digital identity, it is possible to ensure more accurate and reliable information about customers and their financial data. This helps to reduce errors, improve data quality and ensure the reliability of financial monitoring;

– compliance with regulatory requirements: Digital identity can help financial institutions meet regulatory requirements related to customer identification and prevent financial crimes. It enables the collecting, storing, and transferring necessary data to comply with Anti-Money Laundering (AML) and Counter-Finance of Terrorism (CFT) requirements.

Financial monitoring uses various unique identifiers to identify individuals and monitor financial transactions. Some of them include:

– customer identification number, CIN. This is a unique number assigned to each bank or financial institution customer. It is used to identify the client and related financial transactions;

– account Number. Each bank account has its unique number that identifies the account and allows tracking of financial transactions related to that account;

– payment identification code, PIC. This is a code used to identify the person or organization making payment transactions. It can be used to track payments and monitor financial transactions;

– tax identification number, TIN. This number is assigned to an individual or legal entity in the country's tax system. It is used for personal identification and connection with financial data;

– identity document series and number. This includes the series and number of a passport, identity card, driver's license or other document used to identify an individual when carrying out financial transactions.

These unique identifiers make it possible to accurately identify individuals and track their financial transactions as part of financial monitoring. They contribute to the effective detection of fraud, money laundering and other financial crimes.

Two-factor authentication (2FA) is an effective tool for ensuring security in financial monitoring. It includes using two different identity verification methods to provide a higher level of protection.

In the context of financial monitoring, two-factor authentication can be used at different stages of the process:

– logging in. When trying to log into the system of a financial institution (for example, a bank), the user, in addition to entering his login and password, also provides a second authentication factor. This can be a one-time password received via SMS or mobile application, fingerprint, face scan or other biometric data;

– transaction confirmation. Two-factor authentication may be required when making financial transactions, especially for large amounts or unusual transactions. In addition to entering the necessary data, the user can receive a one-time verification code or use biometric data to verify his identity further.

Financial monitoring tools protect against money laundering, terrorist financing, and other financial crimes. By leveraging technology and data analysis, these tools empower authorities to track suspicious transactions, detect patterns of illicit activity, and disrupt the financial networks supporting criminal organisations.

4. Conclusions

Integrating digital identification and advanced financial monitoring technologies presents significant advancements in the ongoing battle against criminal activities. These technologies offer robust solutions for verifying identities, conducting due diligence, and monitoring real-time transactions. By leveraging digital ID systems, financial institutions can enhance security, detect and report suspicious activities, and manage risks more effectively. Combining these new technologies provides a powerful toolset to combat crime and foster a safer and more trustworthy financial ecosystem. As these technologies evolve, regulatory bodies, financial institutions, and technology providers must collaborate to ensure effective implementation and adherence to global standards, ultimately contributing to a more secure and resilient financial landscape.

References

1. Biometrics in Digital Financial Services: An Overview (2017). Reducing Poverty through Financial Sector Development. Report. URL: https://www.fsdafrica.org/wp-content/uploads/2019/08/Biometrics-in-finance-03.08.2017.pdf. Accessed 09 Jun 2023.
2. Commonwealth FinTech Toolkit. Helping Governments to Leverage Financial Innovation (2020). The Commonwealth Secretariat. URL: https://production-new-commonwealth-files.s3.eu-west-2.amazonaws.com/migrated/inline/Commonwealth%20Fintech%20Toolkit.pdf. Accessed 13 Jun 2023.
3. ICAR (2017). Blockchain technology and its effect on the financial industry. URL: https://www.icarvision.com/en/blockchain-technology-and-its-effect-on-the-financial-industry. Accessed 03 Jun 2023.
4. FATF Guidance on Digital Identity in Brief (2020). URL: https://www.fatf-gafi.org/media/fatf/documents/reports/Digital-ID-in-brief.pdf. Accessed 15 Jun 2023.
5. Gratzer, N. (2023). Digital identity: The Complete Guide to Digital Identification. Adnovum. URL: https://www.adnovum.com/blog/digital-identity Accessed 14 Jun 2023.
6. McKinsey Global Institute. Digital identification: A key to inclusive growth. URL: https://www.mckinsey.com/~/media/McKinsey/Business%20Functions/McKinsey%20Digital/Our%20Insights/Digital%20identification%20A%20key%20to%20inclusive%20growth/MGI-Digital-identification-In-brief.pdf. Accessed 04 Jun 2023.
7. Kanwar, Sh., Reddy, A., Kedia, M. & Manish, M. (2022). The Emerging Era of Digital Identities: Challenges and Opportunities for the G20. Asian Development Bank Institute Policy Brief. No.2022-3 (August). URL: https://www.adb.org/sites/default/files/publication/822681/adbi-brief-emerging-era-digital-identities-challenges-and-opportunities-g20.pdf. Accessed 18 Jun 2023.
8. Khushk, K. & Iqbal, A. (2005). An Overview of Leading Biometrics Technologies Used for Human Identity. In Engineering Sciences and Technology, 2005. SCONEST 2005. Student Conference on. pp. 1-4.
9. Murdoch, St. J., & Abadi, A. (2022). A Forward-secure Efficient Two-factor Authentication Protocol. URL: https://discovery.ucl.ac.uk/id/eprint/10153744/7/Abadi_2022-1006.pdf. Accessed 05 Jun 2023.
10. Segovia Domingo, A. I. & Enríquez, Á. M. Digital Identity: the current state of affairs. No. 18/1. URL: https://www.bbvaresearch.com/wp-content/uploads/2018/02/Digital-Identity_the-current-state-of-affairs.pdf. Accessed 02 Jun 2023.

WAYS OF PRESERVING THE NATIONAL IDENTITY
OF THE UKRAINIAN DIASPORA IN TURKEY
(a Case Study of the City of Bursa, Republic of Turkey)

Olga Virnyk

Ph.D., Assistant at the Department of Turkology, Educational and Scientific Institute
of Philology of Taras Shevchenko National University of Kyiv, Ukraine
e-mail: olgavirnyk@gmail.com, orcid.org/0000-0002-7676-6497

Summary

This article examines possible strategies for preserving the national identity of Ukrainians living outside of Ukraine, specifically in the Republic of Turkey for many years, as well as those who were forced to leave Ukrainian territory due to Russia's open military aggression against Ukraine in 2022. The research material is based on the achievements of the Ukrainian community in the Turkish city of Bursa, which is one of the largest cities in the Republic of Turkey. The close proximity of Bursa to Istanbul, and therefore to Turkey's major transportation hub, led Ukrainians to choose this city for temporary residence outside of Ukraine as a result of the Russian-Ukrainian war. Despite the fact that the Turkish government does not extensively cover the events currently taking place in Ukraine in the majority of media outlets, has not imposed sanctions against Russia and the increasing number of Russians in Turkey, the Ukrainian community is making significant efforts to preserve, promote, and manifest the Ukrainian language, culture, and unity.

The study focuses on the means and methods that have contributed to the exploration of these paths. It analyzes the achievements of Ukrainians in the fields of education, politics, religion, and culture. The article also highlights certain volunteer initiatives, including online volunteering, by Ukrainians, particularly those who were forced to leave Ukraine due to the full-scale war, in the city of Bursa.

Key words: Ukrainians in Turkey, Ukrainian communities in Turkey, national identity, diaspora, Turkey, volunteering.

1. Introduction

The relevance of the chosen topic lies in the fact that the Ukrainian diaspora in Turkey was relatively significant for objective reasons before the onset of the full-scale war in Ukraine: historical ties between the countries, Turkey's proximity to our country, economic and political factors, as well as Turkey's relatively favorable migration policy towards Ukrainians (Turkey has a relatively tolerant migration policy that allows legal migrants to find employment and housing in the country). Some Ukrainians migrated to Turkey in search of new employment opportunities, education, and there are also numerous examples of Ukrainian-Turkish marriages.

After February 24th, a significant number of Ukrainian population moved to the Republic of Turkey. Among the main factors that contributed to this decision by Ukrainians were the aforementioned favorable migration policy of Turkey, climate, availability of a wide range of inexpensive fruits and vegetables throughout the year, relatively affordable rental housing and utilities, as well as a straightforward system for foreigners to rent housing (compared to

renting an apartment in Europe, the rental procedure in Turkey appears to be much simpler). Additionally, Ukrainians are familiar with Turkey through tourism, Ukrainian-Turkish business connections, and other factors.

However, preserving Ukrainian identity, particularly language, culture, traditions, and other elements of Ukrainian national distinctiveness, poses challenges. It is important to study these problems and propose ways to overcome them to ensure that the diaspora maintains a connection with their homeland and does not lose its identity. Moreover, preserving Ukrainian identity abroad is essential for strengthening Ukraine's international position and promoting cultural exchange between Ukraine and other countries, including the Republic of Turkey.

The objective is to examine the achievements of the Ukrainian ethnic group in Turkey in preserving their national distinctiveness and identify the means and methods that have contributed to this matter. The research **object** is the preservation of Ukrainian identity abroad. The research **subject** is the issues related to preserving Ukrainian identity in the Republic of Turkey and the searching for relevant solutions. Analysis, observation, induction, deduction, and generalization **methods** were used while writing the article.

Although there have been numerous scientific studies dedicated to preserving Ukrainian national identity *(Stepyko, 2011)*, there is a lack of research specifically focused on preserving Ukrainian national identity in Turkey. Among the existing studies, the research "Ukrainians in Turkey: Society, Identity, Future" *(Kluchkovska, Piatkovska, Marusyk, Cherepenchuk, Manyk, 2022)* stands out as substantial.

The number of Ukrainians in Turkey ranges from nearly 6,000 (according to the UN) to 35,000 (as indicated by the Embassy). Based on approximate data, including permanent and temporary residents in Turkey, the Ukrainian population amounts to 35,000-37,000 individuals, and as of March 2023, approximately 50,000 Ukrainians remain on temporary residence in the Republic of Turkey. The geographic distribution of Ukrainians in the regions is as follows: Istanbul – around 15,000, Antalya – around 15,000, Bursa – over 1,100, Ankara – approximately 5,000. However, due to the significant number of Ukrainian temporary migrants, these figures may temporarily vary *(Official website of the Embassy of Ukraine in the Republic of Turkey, 2023)*.

Ukrainians currently residing in Turkey not only anticipate a quantitative growth of their compatriots in the country but also an increased self-awareness of national identity, particularly emphasizing the peculiarities of community formation that evolve into the phenomenon of "diaspora". This contributes to strengthening transnational ties with the country of origin and solidifying the global Ukrainian community *(Kluchkovska, Piatkovska, Marusyk, Cherepenchuk, Manyk, 2022)*.

2. Examples of preservation of the national identity of the Ukrainian diaspora in Bursa

For instance, let's provide examples of Ukrainians preserving their national identity based on the city of Bursa in Turkey, which, among its other notable features, is twinned with the Ukrainian city of Vinnytsia and has enjoyed 20 years of exemplary friendship with Ukrainian Mykolaiv *(20 years of exemplary brotherhood of Nilüfer and Mykolaiv)*.

1. Bursa, located near Istanbul, facilitates the use of diverse logistics for transporting people from Ukraine to Bursa and vice versa, as well as for supplying traditional household items, traditional food, delicacies, and children's books in the Ukrainian language from Ukraine. During our visit to Bursa in spring 2022, we also successfully attempted to send humanitarian

aid to Kyiv (buses from Bursa to Kyiv depart almost daily, and Turkish drivers kindly treat boxes of humanitarian aid if they meet the regulations).

2. Bursa is a relatively large city with a long history, unique traditions, and customs. It is worth mentioning that they have a significant influence on society in Turkey. Despite this, Ukrainians in Bursa have created their own cultural and educational space within the city. The example is the Ukrainian Community in Bursa, which houses the Bursa Ukrainian Saturday school. On weekends, children can participate in activities such as "Ukrainian Language" for children aged 5-10, "Visual Arts" for children aged 5-10, "Developmental Activities" for children aged 2.5-4 etc. The workshops held at this school primarily focus on Ukrainian culture, patriotic symbols, and similar topics. Additionally, in May of this year, the creative workshop "May Embroidery" operated within the community.

3. Currently, Turkey is going through difficult times associated with an earthquake (which occurred on February 6, 2023, resulting in severe destruction in numerous cities and towns, with the official death toll exceeding 50,000), an economic crisis, and elections held in May 2023. Despite this, the activities of the Ukrainian Community in Bursa unite forces and continue to nurture, preserve, and popularize Ukrainian culture in Turkey, organizing events and participating in demonstrations against Russia's war on Ukraine.

4. Ukrainians in Bursa actively utilize all available technologies and communication tools to support fellow Ukrainians. There is a WhatsApp group where advice, services, guidance, diverse assistance for Ukrainians integrating into Turkish society, or simply sharing experiences on relevant matters of life in Turkey, can be obtained almost around the clock. They also organize and host various events, rallies, and provide information about other Ukraine-related activities in Bursa.

5. Ukrainian women who moved to Bursa at the start of Russia's full-scale war against Ukraine actively participate in various volunteer initiatives. These include:

1) Fundraising activities (mostly through online volunteering).

2) Collecting medicines (although such collections are not always successful due to restrictions on transporting them across borders, and there have been cases where the medicines collected by volunteers with the support of local pharmacies and Turkish citizens turned out to be expired, making it impossible to deliver them to Ukraine).

3) Organizing and participating in various cultural and educational events to raise funds for the Ukrainian Armed Forces, as well as collecting funds and providing support to mothers with young children and elderly people who had to flee to Turkey and require financial assistance. In particular, the author of this article, while in Bursa in March-April 2022, taught Turkish language to forced migrants from Ukraine free of charge (mostly women, children, and elderly people; families of employees of Turkish companies whose offices are located in Kyiv and who were evacuated from Kyiv with the assistance of Turkish employers). Author has also raised funds for medical kits for the Ukrainian Armed Forces in collaboration with representatives of the Ukrainian Community in Bursa, which were successfully delivered to Kyiv, and so on.

6. Through the efforts of volunteers and experts in the relevant field, the city of Bursa is now represented in the *I'm Ukrainian* application, which helps Ukrainians find each other in many countries around the world, provides consultations and services in the Ukrainian language, represents Ukrainian businesses in Turkey, and provides information about events dedicated to Ukraine, the Ukrainian language, culture, and many other things that are useful for Ukrainians abroad *(Virnyk, 2023)*.

7. Finally, it should be noted that in 2023, the Ukrainian community in the city of Bursa celebrated Easter not only with a festive picnic and Easter cakes but also with the blessing of

His All-Holiness Ecumenical Patriarch Bartholomew and thanks to Metropolitan Ioakim Billis of Bursa and Father Methodius, the liturgy was conducted in the Ukrainian language. A few years ago, this may have seemed unrealistic *(The Ukrainian community of Bursa celebrated Easter in a special way this year, a post on the official page of the Society of Ukrainians in Bursa, 2023).* However, today the Ukrainian parish and clergy have realized the opportunity to celebrate the holiday in a familiar way, gather parishioners for joint prayer in the Ukrainian language, organize traditional Ukrainian feasts, and, if we delve into the essence, it is a significant example of preserving, popularizing, and manifesting Ukrainian culture and traditions abroad, as well as raising children for the future of the Ukrainian community and Ukraine.

3. Proposals for the preservation of the national identity
of the Ukrainian diaspora in Turkey

Ukrainian citizens living outside their homeland are now ambassadors of their country and are part of the Ukrainian global community. There are numerous tasks for all of us to accomplish, ranging from large-scale to relatively simple ones.

1. In particular, to ensure that Ukrainian children currently residing in Turkey become carriers of knowledge about Ukraine in the future, it is necessary to strengthen, develop, and nurture their identity. A positive impetus to this would be the creation of a "working group" or a team of volunteers who, together with schools in Ukraine, would develop a support program for Ukrainian schoolchildren in Turkey (creating a list of necessary textbooks and literature, searching for and involving sponsors, creating a positive and popular image of Ukrainian culture among children and teenagers, selectively referring to the Turkish experience and the famous phrase of Mustafa Kemal Atatürk "Happy is the one who can say, "I am a Turk""), enhancing the "living presence" of Ukraine in Turkey both online and offline.

2. Ukrainian language and culture should saturate the information space of Ukrainian children and youth abroad (as they are easily subjected to assimilation processes). It would be useful to create a specially designed application that could become popular among children and youth, ensuring that a child, when abroad, does not feel "disconnected" from their ethnoculture, prevalent expressions and lexemes in Ukraine, popular trends, toys, jokes etc. It also requires a team that will direct its efforts towards promoting the modern brand of our country, actively involving the Ukrainian diaspora and businesses.

3. The majority of Ukrainians in Turkey attend integration courses, language schools, and private Turkish language lessons to adapt and find employment more quickly. Most Ukrainians are accustomed to living in a monoslavic environment, and the majority of them have limited experience living in a multicultural environment. It would be beneficial to create not only a comprehensive platform for the unification and support of Ukrainians in Turkey but also to include a special course on proper behavior abroad, with a focus on the host country (its culture, religion, etc.) in order to maintain a positive image of Ukrainians internationally.

4. Conclusions

The level of cohesion in Ukrainian society is currently quite high, and we must make every effort to preserve this unity. Our task is to avoid societal division and prevent this division from turning into discord. Therefore, we need to channel all possible energy and resources into finding and implementing means that can unite, restore, or make highly effective for Ukraine, even across the distances, all Ukrainian women, men, and children. We must stand as one.

References

1. Budnyk O. (2022) Turechchina vid sertsia do sertcia razom do peremohy [Turkey from heart to heart together to victory]. URL: https://www.ukrinform.ua/rubric-diaspora/3436652-tureccina-vid-serca-do-serca-razom-do-peremogi.html (in Ukrainian).

2. Virnyk O.A. (2023) Problemy zberejennia ukrayinskoyi identychnosti u Turechyni ta shlahy yih podolannia [Problems of preserving Ukrainian identity in Turkey and ways to overcome them. Materials of the scientific conference "Ukrainian forced migrants: integration, identity, return", May 25, 2023, Lviv] (in Ukrainian).

3. Klyuchkovska I., Pyatkovska O., Marusyk Y., Cherepenchuk V., Manyuk H. (2022). Ukrayintsi Turechynny: syspilstvo, identychnist, maybutne [Ukrainians of Turkey: society, identity, future. Research results. Lviv, 315 p. URL: https://miok.lviv.ua/?p=21047 (in Ukrainian).

4. Official website of the Embassy of Ukraine in the Republic of Turkey. URL: https://turkiye.mfa.gov.ua/spivrobitnictvo/ukrayinska-gromada-v-turechchini (in Ukrainian).

5. Piskun V. M. (2004) Ukrayinska politychna emigratsia i diaspora u XX st.: formy kulturnogo i intelektualnogo uvzayemnennya v krayinah projyvannya [Ukrainian political emigration and diaspora in the 20th century: forms of cultural and intellectual reciprocity in the countries of residence / V.M. Piskun, A.V. Tsipko, O.V. Shcherbatiuk etc. Ukrainianism in the world: traditional culture and community relations. Monograph. K. : "Nichlava", 2004. 252 p. (in Ukrainian).

6. Stepyko M. T. (2011) Ukrayinska identychnyst: fenomen i zasady formuvannya [Ukrainian identity: phenomenon and principles of formation : monograph. 2011. 336 p. (in Ukrainian).

7. Strategic partnership with the Republic of Turkey: foreign economic aspects: analyst. add. (2022) [ed. N. Gavrylenko, A. Bobrovytskyi, M. Zamikula, etc.; general ed. M. Palamarchuk, R. Yuldasheva. Kyiv, 2022. 59 p. URL: https://doi.org/10.53679/NISS-analytrep.2022.16 (in Ukrainian).

8. Society of Ukrainians in Bursa. URL: https://instagram.com/ua.bursa?igshid=NTc4MTIwNjQ2YQ== (in Ukrainian).

9. The Ukrainian community of Bursa this year celebrated Easter in a special way (post on the official page of the Society of Ukrainians in Bursa). URL: https://www.instagram.com/p/CrJBMpeoTRe (in Ukrainian).

10. Ukrainians in Turkey. International Institute of Education, Culture and Diaspora Relations. URL: https://miok.lviv.ua/?p=20355 (in Ukrainian).

11. I am Ukrainian. A mobile application that unites Ukrainians. URL: https://iamukrainian.app (in Ukrainian).

12. Nilüfer ve Mykolaiv'in 20 yıllık örnek kardeşliği. Nilüfer Belediyesi. Bursa. (20 years of exemplary brotherhood of Nilüfer and Mykolaiv). URL: https://www.nilufer.bel.tr/haber/nilufer-ve-mykolaiv-in-20-yillik-ornek-kardesligi (in Turkish).

POLITICAL REPRESENTATION:
HISTORICAL SOURCES AND INSTITUTIONAL DETERMINANTS

Vitalii Vorobiov

Postgraduate Student at the Department of Political Theories, Faculty of Psychology,
Political Science and Sociology, National University "Odesa Law Academy", Ukraine
e-mail: vorobyovvitaliy@gmail.com, orcid.org/0000-0001-6696-9066

Viktoriia Kropyvko

Postgraduate Student at the Department of Political Theories, Faculty of Psychology,
Political Science and Sociology, National University "Odesa Law Academy", Ukraine
e-mail: viktoriia_kropyvko@ukr.net, orcid.org/0000-0001-9591-4486

Summary

The article identifies historical sources for studying the phenomenon of political representation and its institutional determinants. The idea of political representation has been most developed in modern European philosophical and political thought. It is directly related to the formation of the institution of parliamentarism. The social contract theory became the basis of parliamentarism and representative democracy. It is the parliament that has long determined the institutional determinants of political representation, including parliamentary election patterns and political parties. In modern conditions, the institutions of mass media and public intellectuals also play an important role for political representation and representative democracy. Thanks to the Internet, the scale of citizens' participation in political communication, and therefore their political participation, has significantly expanded. The mass media institute creates conditions not only for informing citizens, but also for their interactive participation in the decision-making process of the bureaucracy. The role of the mass media institute during electoral campaigns is also ever grows. In the process of mediatization of politics, the institutional determinants of political representation are transformed – from opposition activities to political parties and parliaments. Mass media shape public opinion, determine the agenda, influence the interpretation of the public good and evaluate the activities of political actors.

Key words: democracy, political institutions, democratization, political representation, bureaucracy, political parties, mass media institute.

1. Introduction

Modern democracies function most effectively in a representative form. The idea of political representation related to the theory of social contract and equal rights of citizens was implemented in the European countries of the modern era in the form of parliament institutions and political parties. Now representative democracy is experiencing another institutional crisis related to the development of mass media, the Internet and communication technologies for influencing public opinion (political advertising, public relations). The representation is being fragmented. Political parties are turning into media projects with a blurred ideological doctrine. As A. V. Kroytor and D. V. Yakovlev noted, "In the process of parliamentary elections of 2019,

ideology was not a determining factor. The "Servant of the People" party, which won by a wide margin and received the majority of votes in parliament, pays little attention to ideology. Internal party discussions regarding ideological doctrine have continued so far. On the contrary, parliamentary old-timers, who have a relatively comprehensive ideological doctrine, received minimal electoral support. This is an alarming signal that will lead to a decrease in attention to ideologies in the next elections. The features of party programs and their ideological components are determined. It is proved that political parties of Ukraine are the universal type parties of blurred ideological orientation" *(Kroytor & Yakovlev, 2020).* The dysfunctionality of modern party systems as forms of political representation has been noted *(Vinnykova, 2018).* Parliaments are no longer a place of political rational debates between representatives of large social groups (classes), the initiative therein is also intercepted by the mass media. The role of public intellectuals in the process of communicative development of political representation through rational argumentation is being increased. The focus in the political representation research activities is also being shifted from the institutions of parliament and parties to the mass media and public intellectuals. At the same time, it is necessary to reinterpret the intellectual sources and historical interpretations of the essence of political representation in a new context. This determines the **relevance of the topic on studying** sources and institutional determinants of political representation.

The objective of the article is to identify historical sources and institutional determinants of political representation. This objective requires the following **research-and-development tasks** to be completed**:**

- outlining the range of historical sources of political representation**;**

- exploration of ideas that have become the basis of representative democracy;

- considering the current institutional transformations of political representation, namely, the growing role of the mass media institution.

Research methodology. The historical method was used to determine historical sources. The range of intellectual sources of the political representation theory has been outlined. These are the works of N. Machiavelli, T. Hobbes, J.-J. Rousseau, S. Montesquieu, J. Locke, J. S. Mill, et al. Using the institutional method, the institutional determinants of the political representation system and the mediatization of political representation in modern democracies are determined.

To achieve the objective of the article, the author followed the **logic of presenting the material** – from historical sources of political representation to modern institutional transformations caused by the growing role of mass media in ensuring political representation.

2. Historical sources of the political representation idea

Democratic political regimes need to rely on public opinion, and their legitimacy is based on the support of the majority of citizens. One of the main demands for democracy is to ensure political representation. The process of forming a modern system of political representation in democratic countries has lasted for hundreds of years, and it continues to this day. Institutions such as parliament and political parties have become the backbone of the political representation system. Another institution of a democratic society is the institution of elections, designed to ensure real political representation of citizens' interests in the activities of public authorities.

When reading T. Deshko, we find the definition of political representation as an institution: "the will of the people is expressed through the formation of a representative body on an elective basis, which is responsible for making the most important decisions" *(Deshko, 2004).*

The very first attempts to establish effective political communication between citizens and the authorities in the form of political representation date back to the era of antiquity. In ancient Greek civilization, the reforms of Solon and Pericles were aimed at introducing elements of representative democracy – improving the institution of elections, the institution of citizenship, the formation of collegial representative authorities, and so on. This stage in the development of representative democracy is called proto-parliamentary. As Ya.Pechenka points out, "it is rather erroneous to believe that before the emergence of parliaments in medieval Europe, Western civilization did not know the attempts and ideas of representing interests at the national level. The fundamentals of the practice in representing interests can be found in antiquity. In ancient Athens, over the period of IX–IV centuries, the evolution of the state system was characterized by a gradual weakening of the People's Assembly role in the direction of increasing the positions of representative institutions… The same applies to the state and political development in the history of Ancient Rome, especially in the Republican period of its history. The Roman Senate, being one of the most influential bodies of the state, was created as a representative institution first of the interests of the Rome's urban aristocracy, and later of the provincial one" *(Pechenka, 2013)*. Although this is a rather controversial issue and political representation is always associated with the new time. In the Middle Ages theological doctrine prevailed, according to which the church, while representing the Divine Will in the "Earthly City" (Augustine the Blessed), restricts the power of the monarch. The Renaissance brought political representation back to the "earthly dimension" (power represents the class, the city, the state, etc.). Thanks to N. Machiavelli, who emphasized the autonomy of politics from the church, the logic of political representation no longer needed religious justification.

Parliamentary representation in Europe is directly related to the formation of a class society, when each class receives its own "quota" in parliament.

Let us agree over the idea, "representation during feudalism was exclusively class-based. Only in England did it have a dual character – both class and territorial. During the times of feudalism, class-representative institutions were first partially, and later completely formed on an elective basis. At the same time, the right to vote extended only to privileged segments of the population. It was not a popular representation in its modern sense. On the one hand, such institutions were formed by a narrow, rather small electoral corps, on the other hand, even their internal activities were determined by class division" *(Pechenka, 2013)*.

Further on, the deputy, as a representative of a certain class, receives a clear order (instruction) from the voters regarding his/her own actions, and the institution of recalling deputies who do not fulfill the order is formed. Parliaments, which served as an instrument of political struggle between monarchs and feudal lords, are gradually turning into representatives of the will of the bourgeoisie – the powerful European middle class. The emergence and dissemination of the ideas of democracy and market economy in the political and legal field of European countries was based on the concepts of popular sovereignty, social contract, separation of powers and, most importantly, natural human rights.

The works of T. Hobbes, J. Locke, J.-J. Rousseau, J. S. Mill, which should be attributed to the intellectual sources of the political representation idea, substantiate the role of Parliament as an institution of supreme power, which controls the government on behalf of the people. The will of people, in a condition of democracy, is expressed directly during elections and, indirectly, through the activities of deputies who are delegated the authority to make political decisions.

According to P. Rozanvallon, "The democratic project has historically been assimilated with the ideal of identification between citizens and those who rule them. Accordingly, everything revolved around the problem of the quality of representative communication… While

many liberal or conservative theorists have contrasted this desire with the more restrictive perspective of power as an ability legitimized through elections, citizens have consistently viewed precisely in terms of identification what is hidden behind the expression of "representative democracy" *(Rozanvallon, 2009)*. In Ukraine, the dependence of deputies is noticeable not so much on voters as on the party, or rather, on the party leadership and faction leaders. That is why the deputy's relations with the voters (at least in terms of recalling the deputy) and with the party leadership and faction need to be clarified and detailed. *(Bedrak, 2014 a)*.

The development of the political representation theory is conditioned by discussions on the essence of individual and collective representation and its content – individual electoral districts, parties, nations.

3. Mediatization of political representation

From the very beginning of implementing the political representation idea, the leading role was assigned to communication. Horizontal communication between citizens ensured the formation of social interests in the "melting pot" of democracy, and vertical communication contributed to the articulation of social interests, communicating them to the institutions of power. For N. Bedrak, political representation is one of the forms of communication between the government and society. She notes as follows: "In order to ensure political representation, political actors direct their activities to the aggregation of public interests, their articulation. On the other hand, members of the public (activists, mass media, civil society institutions) present the interests and demands of public groups in the plane of public policy, broadcast them to decision-making centers through political communications" *(Bedrak, 2014 b)*.

The main contradictions of political representation are associated with the communicative dimension. Among them, there are contradictions between the selfish interests of the representative and the interests of the community that he/she represents in power; his/her freedom of activity, his / her own ideas about justice, the common good and the need to follow the "orders" of voters.

It should also be noted that there are long discussions about the scale of the representative mandate: "who exactly does the political actor represent – all the voters of a particular district, the most active of them, residents of the oblast (region), the country as a whole, the interests of the party, lobbying groups or pressure groups? These problems of political representation are solved in communicative interaction between representatives and society with the participation of "information intermediaries" – mass media" *(Bedrak, 2014 b)*.

The mediatization of political representation is due to the growing influence of mass media on political reality. Let us agree on the following: "The media discourse is the most widespread. It not only broadcasts other discourses (primarily political), but also forms the agenda through using its own criteria for selecting and presenting information. The discursive formation of media is determined, in particular, by the rating and format criteria. Rating is measured by the number of views, i.e. media coverage. The format means that the communication strategy is built in such a way as to reach the largest audience and improve the rating. Consequently, rational political debates are often excluded from the media space. Instead, the discourse is formed by entertainment talk shows" *(Yakovlev, 2020)*. As a result of the mediatization of politics, there is a threat of irrationalization of political representation, and in our opinion, public intellectuals are able to prevent this threat. More and more researchers are turning to this problem, and D. Yakovlev notes: "The rationalization of political communication is designed to mitigate the negative impact of the mediatization of politics, and the institutionalization of

public intellectuals as an intellectual elite is intended to counteract the strengthening of the mediacracy as "servants of oligarchs". Public intellectuals in Ukraine, as part of the intellectual elite of society, refusing to be identified with the "post-Soviet intelligence", offer their own rational visions of democratization and modernization of the Ukrainian society. At the same time, looking for their own place in the public discourse from "image makers", "political technologists", "creative class" and another version of "servants" of the "oligarchic-lumpen" alliance to the intellectual elite. In political communication, public intellectuals apply the technology of open letters, statements, and appeals. By appealing to the public, public intellectuals perform an important function of rationalizing political communication" *(Yakovlev, 2022)*.

Mass media in modern conditions perform the functions of political representation that were inherent in parliaments. In addition to the legislative one, even here the media is able to form an appropriate public opinion, which will eventually force parliamentarians to adopt a particular law. For example, we are talking about such functions as aggregation of public interests (the development of social networks and messengers has only improved this function of the media), communication (the media form a public space for exchanging political information and for the political dialogue), the function of legitimation (media is one of the most effective institutions for criticism and control over the actions of public authorities and the opposition). The media perform a monitoring function and the function of determining the political course through the formation of the public agenda for the society and government.

Because of the mediatization of political representation, well–established democratic procedures and institutions are being changed – from elections to parties and parliaments. The danger of mediatization is especially sensed in transitional countries (such as Ukraine), which stopped at the "electoral democracy" station. Due to the fragmentation of social interests and public groups, it depends on the media which of the interests will be represented on the public agenda, and therefore in public policy. In Ukraine, the influence of oligarchic groups on the mass media and, accordingly, on the public agenda, is noticeable on the political discourse in general.

4. Conclusions

The political representation idea, which originated in the era of antiquity, received a powerful impetus in the European philosophical and political thought of modern times from the concepts of social contract, natural human rights, separation of powers, etc. That were particularly those ideological sources that formed the political representation system, and the parliament determined the institutional determinants of political representation and representative democracy. Political representation, which for centuries has been associated with the institutions of parliament and political parties, is undergoing significant transformation in modern conditions under the influence of the growing role of mass media. It is fair to say that mass media perform important functions in the modern system of representative democracy: the function of aggregation of public interests, communicative function, legitimation, monitoring function and the function of forming the public agenda of society and power. In the process of mediatization of politics, the institutional determinants of political representation are transformed – from opposition activities to political parties and parliaments.

The mass media institute creates conditions aimed at not only informing citizens, but also for their interactive participation in the decision-making process of the bureaucracy. The role of the mass media institute during electoral campaigns is also constantly growing. Mass media shape public opinion, determine the agenda, influence the interpretation of the public good and evaluate the activities of political actors.

References

1. Bedrak, N M. (2014). Rol politychnoho predstavnytstva v suchasnykh politychnykh syste-makh [The role of the political representation in the modern political systems]. Perspektyvy. Social and political journal, 2(60). 15–19 [in Ukrainian]

2. Bedrak, N. M. (2014). Politychne predstavnytstvo yak forma komunikatsii mizh suspilstvom ta vladoiu [Political representation as a form of communication between society and the government]. Black Sea Political Science readings: material and technical base of the scientific and practical conference (city of Odesa, 12–13 hrudnia 2014 r.) / under the general editorship of D.V. Yakovlev, Ph.D. in Political Science, Professor. Odesa : National University "Odesa Law Academy", 6–8. [in Ukrainian]

3. Deshko, T. (2004). Problemy sotsialno-politychnoho predstavnytstva [The problems of socio-political representation]. Scientific notes NaUKMA : Political science, (31). 33–37 [in Ukrainian].

4. Kroytor, A. V., Yakovlev, D. V. (2020). Post-election situation in Ukraine: changing faces or ideological transformations? Contemporary issues of the world community and the role of social sciences in ensuring its development: multi-author monograph / A. V. Kroytor, D. V. Yakovlev, S. V. Kutsepal, O. M. Yeremenko, etc. Lviv-Toruń : Liha-Pres, 1–29.

5. Pechenka, Ya. (2013). Parlament yak forma sotsialno-politychnoho predstavnytstva interesiv [Parliament as a form of social and political representation of interests]. Dnepropetrovsk University Digest. Series: Philosophy. Sociology. Politology, T. 21. 23(4), 58–63. Retrieved from: http://nbuv.gov.ua/UJRN/vdufsp_2013_21_23(4)__11. [in Ukrainian]

6. Rozanvallon, P. (2009). Demokratychna lehitymnist. Bezstoronnist, refleksyvnist, nablyzhe-nist [Democratic legitimacy. Impartiality, reflexivity, closeness]. Kyiv : Issued by "Kyievo-Mo-hylianska akademiia", 287 [in Ukrainian].

7. Vinnykova, N. A. (2018) Dysfunktsionalnist suchasnykh partiinykh system yak form poli-tychnoho predstavnytstva [The dysfunctionality of modern party systems as forms of political representation]. Modern society: political sciences, social sciences, cultural sciences, 2(16), 37–53. Retrieved from: http://nbuv.gov.ua/UJRN/cuc_2018_2_5 [in Ukrainian]

8. Yakovlev, D. V. (2022). Publichni zvernennia intelektualiv yak tekhnolohiia ratsionalizat-sii politychnoi komunikatsii [Public appeals of intellectuals as a technology of rationalization of political communication]. Actual problems of philosophy and sociology, (38), 87–93 [in Ukrainian].

9. Yakovlev, D. V. (2020). Dyskurs vitchyznianykh media shchodo krain Baltii: mynule/maibut-nie, policy/politics [The discourse of domestic media regarding the Baltic states: past/future, policy/politics]. Actual problems of philosophy and sociology: Journal of Research and Prac-tice, (26). 82–87 [in Ukrainian]

HEALTH, ENVIRONMENT, DEVELOPMENT

MICROSCOPIC ARCHITECTURE OF THE LIVER OF EXPERIMENTAL RATS AFTER CANNABIDIOL OIL APPLICATIONS

Mykola Shevchuk
Candidate of Medical Sciences (CMedSc), Associate Professor,
Associate Professor at the Department of Pathological Anatomy and Forensic Medicine,
Danylo Halytsky Lviv National Medical University, Ukraine
e-mail: mukola.shev4yk@gmail.com, orcid.org/0000-0001-7852-5980

Liliya Volos
Doctor of Medical Science (DMedSc), Professor,
Professor at the Department of Pathological Anatomy and Forensic Medicine,
Danylo Halytsky Lviv National Medical University, Ukraine
e-mail: Liliya.volos@gmail.com, orcid.org/0000-0002-1733-589X

Summary
Cannabidiol (CBD), found in Cannabis sativa (hemp), is a non-psychoactive phytochemical substance that has gained considerable popularity over the past decade. Cannabidiol is the main phytocannabinoid, its share in the plant extract can reach 40%. The aim of the study was to study and compare the microscopic architecture of the liver in normal and after 2 weeks cannabidiol oil applications in experimental rats. We conducted an experimental study of the effect of CBD on the liver 2 weeks after its use as a dietary supplement. The main group consisted of 18 rats to which 5 drops (3 mg 10%) of cannabidiol oil were added to the main feed once a day for 2 weeks. The control group consisted of 6 sexually mature white male rats, which were provided with water and food without any restrictions. Our research results showed that the use of CBD oil as a food supplement did not have a toxic effect on the liver, did not cause any damage.
Key words: experimental research, cannabidiol oil, liver vessels, histology, morphometric studies.

1. Introduction

Cannabidiol (CBD) is found in Cannabis sativa, is the main phytocannabinoid, and its fraction in the plant extract can reach 40%. Cannabidiol does not have any psychoactive properties that tetrahydrocannabinol (THC). Cannabidiol has become very popular in recent years *(Boggs Douglas L. et al., 2018)*.

In Ukraine, cannabidiol is a 100% legal substance because, as a substance, it is excluded from the list of narcotic and psychotropic substances (CMU Resolution No. 770 dated 05.06.2000, CMU Resolution No. 324 dated April 7, 2021) *(zakon.rada/324-2021).*

Today, multicenter clinical studies of the use of cannabidiol in the treatment of anxiety, disorders of the motor apparatus, and depression are being conducted. But the potential use of cannabidiol in medicine is question of long debate and research *(Cassano, 2020; Breijyeh, 2021).* Cannabidiol has a complex mechanism of action, including anti-apoptotic, anti-oxidant and anti-inflammatory properties *(Pacher, 2020; Pertwee, 2010; Pisanti, 2017).* In addition, cannabidiol is used in large quantities in cosmetics, nutritional supplements, and skin oils.

Advances in the field of pharmacology have made it possible to synthesize many compounds that target various structures of the endocannabinoid system – agonists and antagonists of cannabinoid receptors, anandamide uptake blockers, and potent selective inhibitors of endocannabinoid degradation. These new tools have made it possible to investigate the physiological role of endocannabinoids and have opened up new strategies in the treatment of patients with pain, obesity, neurological diseases including multiple sclerosis, psychiatric disorders, including anxiety disorders and addiction to psychoactive substances *(Chevallier, 1994; Crippa, 2013; Devinsky, 2017).*

Despite the achievements, the literature emphasizes that further research is needed to determine the mode of administration and dose, possible side effects with long-term use, including the impact on cognitive and mental functions, motor activity, as well as the possibility of addiction *(Gamble, 2018; Millar, 2019; Pisanti, 2017; Schonhofen, 2015; Thiele, 2018).*

In addition to its purported therapeutic effects, accumulating evidence from preclinical in vivo studies and large-scale clinical trials suggests that cannabidiol may cause potentially negative health effects. In particular, numerous reports have demonstrated neurological, cardiovascular, and reproductive toxicity after the use of cannabidiol *(Carvalho, 2018; Jadoon, 2017; Schonhofen, 2015).*

Of particular concern is the risk of hepatotoxicity caused by cannabidiol *(Marx, 2018).* Animal studies reported increased liver weight in rhesus macaques (macaca mulatta) and elevated liver enzymes in dogs when cannabidiol was administered at doses as low as 2 mg/kg body weight *(Gamble, 2018; Rosenkrantz, 1981).* In relatively recent clinical trials, elevated liver enzymes were observed in 5–20% of patients treated with cannabidiol, and several patients were excluded due to the threat of fulminant liver failure *(Devinsky, 2017; Thiele, 2018).*

Given that liver damage is possible with cannabidiol, experimental studies are needed to investigate the hepatotoxicity potential of cannabidiol. The research results will provide important information for both industry and regulatory authorities regarding the short-term toxicity of cannabidiol. In addition, the results of the studies will help in the selection of appropriate models and doses for long-term studies (ie, subchronic and chronic toxicity studies). At the same time, experimental studies are needed to further study the mechanisms of action, the features of the pathohistological changes of the liver, with an emphasis on the nature and severity of possible damage to the liver vessels, the features of hemodynamics, at the level of the microcirculatory bed, and the features of the ultrastructure to determine the safety of the use of cannabidiol *(Fouad, 2011).*

The aim of the study was to study and compare the microscopic architecture of the liver in normal and after 2 weeks cannabidiol oil applications in experimental rats.

2. Material and methods of research

We conducted experimental studies to simulate the effect of cannabidiol oil on the liver, determine the nature and expressiveness of possible histological changes in the liver at the light-optical level, and hemodynamics at the level of the microhemocirculatory channel.

The experimental research protocols were approved by the bioethics committee of Danylo Halytsky Lviv National Medical University (protocol No. 7 dated August 29, 2022). Experiments were conducted in compliance with moral and ethical norms in accordance with the provisions of the European Convention on the Protection of Vertebrate Animals Used for Experimental and Other Scientific Purposes *(Strasbourg, 1986)*, Council of Europe Directive 2010/63/EU, Law of Ukraine No. 3447-IV "On protection of animals from cruel treatment".

Experimental studies were performed on 24 sexually mature white male rats, weighing 180-230 g, aged 5–7 months at the beginning of the experiment. All animals were housed in the vivarium of the Lviv National Medical University named after Danylo Halytsky. The rats were housed in separate special cages, in a heated room with a temperature regime of 20±1°C and ventilation, with a 12/12-hour light/dark cycle, and had free access to food and water – ad libitum. During the experiment, daily observations were made of the appearance, behavior, feed intake and general condition of the animals. The main group consisted of 18 rats to which 5 drops (3 mg 10%) of cannabidiol oil were added to the main feed once a day for 2 weeks. The control group consisted of 6 sexually mature white male rats, which were provided with water and food without any restrictions. Collection of biological material was carried out after euthanasia using diethyl ether. Liver samples were fixed in 10% buffered formalin. Then, according to the protocol, dehydration was carried out in alcohols of increasing concentration, embedded in paraffin according to the standard method. Histological sections with a thickness of 5±1 μm were made from paraffin blocks with liver tissue samples, which were applied to glass slides with a special adhesive coating. Deparaffined histological sections were stained according to the standard method with hematoxylin-eosin. Histochemical studies were conducted to detect neutral lipids (Sudan III), special methods of connective tissue staining (Van Gieson, Masson's trichrome) were used. Histological examination of liver sections was carried out.

Visualization and microphotography were performed using a Leica DM 2500 light microscope (Leica Microsystems GmbH, Germany) with a Leica DFC450 C digital camera (Germany) and Leica Application Suit Version 3.8 software. We conducted a morphometric study of the central veins, vessels of the portal tract and sinusoids. For this, a series of microphotographs was made of histological preparations at different magnifications of the microscope. Photomicrographs at a magnification of x400 were used to measure the inner diameter of blood vessels and wall thickness, and at a magnification of x1000 the diameter of sinusoids was measured. Measurements of the lumen of the central veins (longitudinal, transverse, diagonal), wall thickness, diameter of sinusoids in different fields of view were performed using the Aperio ImageScope v12.3.3 software (Leica biosystems, Wetzlar, Germany).

The obtained results were processed by the method of variational statistics using the Microsoft Excel program. The probability assessment of statistical studies was carried out using the Student's t-test, differences between groups were considered significant at a value of $p < 0.05$.

3. Results of the research and their discussion

3.1. Microscopic architecture of the liver in normal (literature review and own research)

The liver of a sexually mature white rat under normal conditions is characterized by a balanced structural homeostasis, which is achieved due to stromal-parenchymal interactions. There is very little connective tissue in the liver, it is mainly visualized around the blood vessels, so the liver lobes are weakly expressed (Fig. 1). The connective tissue capsule of the liver is thin, and the connective apparatus is also weakly expressed.
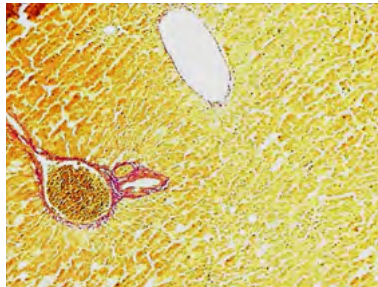
Fig. 1. Microstructural organization of the liver of an experimental white rat is normal (own research). The presence of layers of loose connective tissue in which the components of the portal tract are located. The thin wall of the central vein. Staining with picrofuchsin according to Van Gieson, x200. Collagen is red, other tissue elements, including erythrocytes, are yellow

The liver is a vital organ with a complex structure, which is characterized by three closely interconnected compartments, which include hepatocytes that make up the liver parenchyma, the biliary system, and the vascular system. Liver parenchyma is the main tissue that makes up the organ. Normal liver parenchyma is uniform in structure and has a low density *(Roskams, 2007)*.

Hepatic lobules are microscopic structural and functional units (Fig. 2). Exactly this structural and functional organization of the liver makes it possible to assess possible damage, which can be both diffuse and focal in individual lobes, according to scientific research Elizabeth M Brunt *(Brunt, 2014)*.
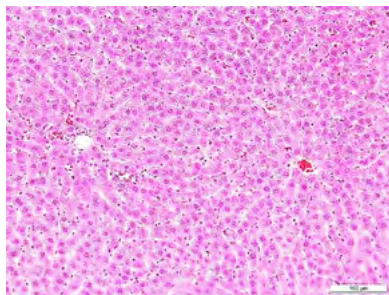
Fig. 2. Structural and functional organization of the liver. Two central veins of classic hepatic lobules. (one of them full of blood, one empty, uneven hyperemia (own research, control group). Staining with hematoxylin and eosin. x200

The classic hepatic lobule, which was described by Kiernan F. back in 1833, is considered the first or traditional type of lobule and is what is meant when the term "hepatic lobule" is used *(Kiernan, 1833)*. It is a regular hexagon, in the center of which is the central vein. In each of the six corners, that is, on the periphery, there are portal tracts. Different types of organisms are characterized by a different number of liver lobules. According to Rezania et al. *(Rezania, 2016)* the liver of an experimental rat contains approximately 50-70 thousand particles, which is 20 times less than in a human liver and 10 times more than in a mouse liver *(Lamers, 1999; Wagenaar, 1994)*. According to Ruijter et al. the centro-portal distance is 300–350 µm in rats and 211 µm in mice *(Ruijter, 2004)*.

According to Suriawinata A.A. et al. *(Suriawinata, 2007)* and Crawford A.R. et al. *(Crawford, 1998)* microscopic structure is conceptualized in several ways, the two most common being acinus and lobule. An acinus is a unit that contains a small portal tract in the center and central veins on the periphery. This is the smallest functional unit, which is divided into three zones (1, 2 and 3). Zone 1 surrounds the portal tract and zone 3 surrounds the central vein. Blood from the portal tract flows through these zones to the central vein with a decreasing gradient of oxygen and nutrients. Zone 2 is located midway between zone 1 and zone 3. Alternatively, the traditional lobule concept can also be used, in which the central structure is the central vein, and the periphery corresponds to the portal tracts. Acinar zones 1, 2 and 3 correspond to the periportal, middle and pericentral zones of the lobule, respectively *(Crawford, 1998, Suriawinata, 2007)*. In addition, the division of the liver lobe into zones along the central-portal axis is described. The centrolobular zone is located around the central vein (zone 3), the mesolobular zone is located between the centrolobular and periportal zones (zone 2), and the periportal zone is located around the portal tract (zone 1).

Microscopically, on a histological section, the acinus resembles a rhombus, and its tops converge to the central veins. The acinus includes the parenchyma of the liver, which is partially located in two different classic lobules. Parenchyma cells, which are closest to the main vascular trunks, have the best blood supply compared to other parts of it. The liver parenchyma, which surrounds zone 1, has almost circular contours on the histological section. This zone is designated as zone 2. After zone 1, zone 2 has a better blood supply than other parts of the acinus. The outer part of the acinus, which has an irregular shape and reaches the central veins, is called zone 3. This zone receives less blood than any other zone (Fig. 3). Today there is evidence that the metabolic processes that occur in each of the three zones of the acinus are somewhat different in nature. This explains the fact that some toxins or a deficiency of one or another nutrient in the diet affect different areas to a different degree. Understanding the structure of the acinus helps to understand why some parts of the liver lobes are affected in different conditions more than others, and why the degree of damage is different *(Rappaport, 1957; 1966; 1973)*.

Classic liver lobules in the form of a regular hexagon are not always located side surfaces next to each other. They can be arranged in such a way that one particle is directed in one direction, and the second particle is in the other direction. Another difficulty of histological diagnosis is that, theoretically, it is easy to imagine that all 6 portal tracts belong to each lobule, but even with an ideal location, each portal tract interacts with the three lobules between which it is located and, accordingly, belongs to them *(Bruni, 1965; Burkel, 1970)*.

With a small magnification of the microscope, the cells of the liver parenchyma – hepatocytes are usually arranged in the form of threads that are one or two cells thick, separated by sinusoids and radially moving from the central vein to the periphery of the classic lobule. Hepatocytes are polygonal, with an average size of 20 µm to 30 µm, with eosinophilic cytoplasm and a centrally located round or oval nucleus. But we previously showed that hepatocytes
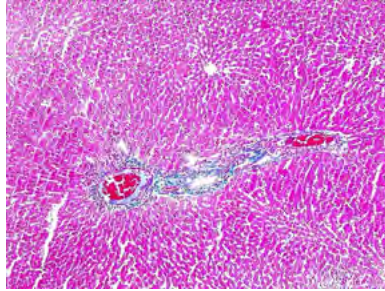
Fig. 3. Part of the liver acinus includes the portal tract and the central vein (own research, control group). On a red background, collagen fibers are colored blue, and nuclei are colored black. Staining according to Masson. x200

in the subcapsular zone and in the depth of the liver parenchyma differ in their morphology. Thus, it was established that in the subcapsular zone, compared to areas in the depth of the parenchyma, hepatocytes were characterized by pronounced morphological heterogeneity without zonal regularity. In addition, in the subcapsular zone, hepatocytes with clear cytoplasm, round and giant cells with a diameter of 30-35 μm were more common *(Shevchuk, 2022)*.

In addition, indicators of tissue and cellular homeostasis were the absence of cells in the stage of mitosis, the presence of well-formed marginal liver plates and the presence of binucleate hepatocytes, which were more often found in groups of 2–3 near vessels, single binucleate cells could also be observed. Histologically, dark hepatocytes were diagnosed, which also gathered in small groups of 3–5 hepatocytes and were located near the portal tracts.

An important morphological structure of the liver are sinusoids, that is, fenestrated capillaries that do not have a basement membrane and are located along the course from the portal tracts to the centrilobular veins. Sinusoidal capillaries are wide and lined with a discontinuous layer of endotheliocytes. The lining of the hepatic sinusoids differs from the lining of ordinary capillaries in that it is formed by two different types of cells. Cells of the same type are relatively thin and flattened, resembling endothelial cells of ordinary capillaries. Cells of the second type are much larger. On histological sections, they are basophilic and often have a stellate appearance, hence the name Kupffer stellate cells. Kupffer cells belong to the phagocytic system of macrophages, they are in the sinusoidal lumen and form part of the lining, as they are located between endothelial cells (Fig. 4). Kupffer cell phenotypes and functions differ along the portal-central gradient.

According to the authors Saxena R. et al. *(Saxena, 1999)* and Wisse E. et al. *(Wisse, 1996)* found liver-associated lymphocytes or foveal cells in the lumen of the sinusoids. It is a resident population of large granular lymphocytes or NK cells that contact endothelial cells or Kupffer cells *(Saxena, 1999, Wisse, 1996).* Pituitary cells are also present in the space of Disse and have a T-lymphocyte or natural killer cell phenotype.

Endothelial cells in sinusoids can overlap, but when overlapping, they do not have intercellular junctions.

The conducted morphometric study of sinusoidal hemocapillaries in different fields of view showed the presence of different diameters, and the average diameter was equal to 6.06 ± 0.16 μm. The diameter of the sinusoidal hemocapillaries of the subcapsular zone of intact rats was slightly larger than the average and was up to 13 μm, while the diameter of the sinusoidal capillaries in the depth of the parenchyma was smaller and approached the average values,
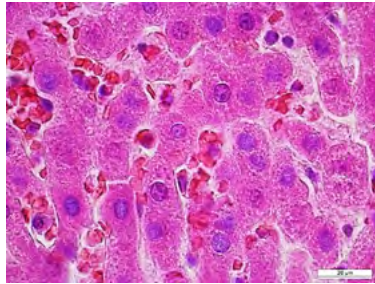
Fig. 4. Sinusoidal hemocapillaries of an intact rat liver filled with erythrocytes, Kupffer stellate cells present in the lumen of the sinusoids (own research, control group). Staining with hematoxylin and eosin. x1000
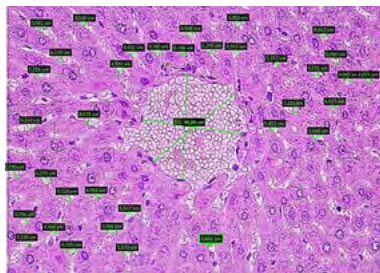

Fig. 5. Morphometric study of the diameter of sinusoidal capillaries in an intact rat (own research, control group). Staining with hematoxylin and eosin. x400

although in some fields of view the measurements were from a minimum value of 2.04 μm to a maximum – 8.48 μm. Closer to the central vein, the diameter was larger (Fig. 5).

An important role in the vascular system of the liver is assigned to the central vein *(Mak, 2020)*. The central vein is named so because of its central position in the classical lobe of the liver *(Ross, 2016)*. The central vein is also called the terminal hepatic vein *(Lieber, 1982)* because it is the terminal branch of the hepatic veins. The term centrilobular vein was sometimes used *[Porto, 1989; Chevallier, 1994)*.

The central vein is a thin-walled vessel with numerous sinusoidal entrances that drain sinusoidal blood (Fig. 6).

According to Lamers et al. *(Lamers, 1999)* the diameter of the central vein is not uniform; the diameter increases as the central vein drains into the sublobular vein. When leaving the lobule, the diameter is 150 μm or less, and when entering the sublobular vein, the diameter increases by more than 3 times and is more than 500 μm *(Lamers, 1999)*.

The results of our morphometric studies of the diameter of the central vein showed indicators: from 87.79 μm to 90.89 μm (Fig. 7).

The authors demonstrated in their experimental studies that sinusoids flow not only into central veins, but also into sublobular veins, which in turn converge and form collecting veins. Collecting veins are classified as right, middle and left hepatic veins *(Elias, 1955; Bhunchet, 1998; Lamers, 1999)*. There are also interesting data on the nature of the branching of the central veins. According to Lamers et al. found that from two to four central veins flow into the sublobular vein at the same time, and not one central vein, as previously believed *(Lamers, 1999)*.
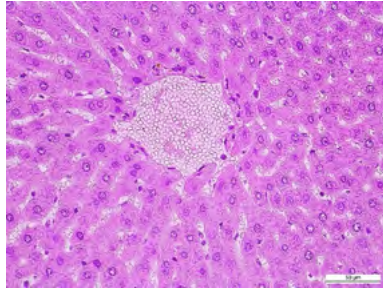
Fig. 6. The central vein is round, filled with erythrocyte masses, the endothelium is preserved, the endothelial cells are flattened and elongated. Expanded sinusoidal hemocapillaries are clearly visualized. Kupffer cells of a typical structure are visualized in sinusoidal hemocapillaries (own research, control group). Hematoxylin and eosin staining. x400
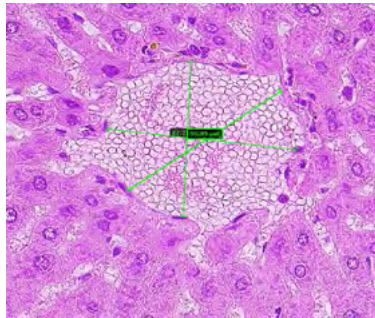

Fig. 7. Morphometric study of the diameter of the central vein in an intact rat (own research, control group). Staining with hematoxylin and eosin. x400

3.2. Microscopic architecture of the liver after 2 weeks cannabidiol oil (CBD) applications in experimental rats

With the daily (once a day) addition of 3 mg of 10% oil (5 drops) of cannabidiol to the basic feed after 2 weeks of the experiment, histological and morphometric studies of the liver were performed.

The analysis of the histological picture of the liver showed that the structure of the liver lobe was not changed. The hepatic artery of the portal tract of the lobule is oval, slightly narrowed, erythrocyte aggregates are present in the lumen (Fig. 8). Hepatocytes in beams are in two rows. Hepatocyte nuclei are clearly contoured, mostly with one nucleolus. The cytoplasm of individual hepatocytes is oxyphilic and contains small vacuoles. Dark hepatocytes are diagnosed in small groups near the hepatic artery.

The wall of the hepatic artery is slightly thickened, its inner lining consists of preserved endothelium. The nuclei of endothelial cells are flattened and elongated. The endothelium that lines the wall of the hepatic artery is associated with a small amount of loose connective tissue.

Sinusoidal hemocapillaries are narrowed, but there are isolated dilated ones, sometimes significantly.
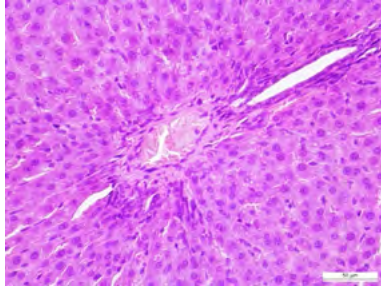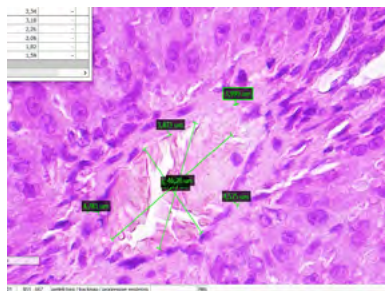
**Fig. 8. Histological structure of the liver 2 weeks after exposure to CBD.
The portal tract of the lobule. Hepatic artery with erythrocyte aggregates in the lumen,
the smooth muscle layer is normal, with clear endothelium, the lumen is empty.
Staining with hematoxylin and eosin. x400.**

We measured the internal diameter of the hepatic artery and the thickness of its wall. The transverse, longitudinal and diagonal dimensions of the lumen were determined, as well as wall thickness measurements along the perimeter in different places. The number and diameter of arteries in the triad can vary widely.

**Fig. 9. Histological structure of the liver 2 weeks after exposure to CBD.
The portal tract of the lobule. The diameter of the hepatic artery and the thickness
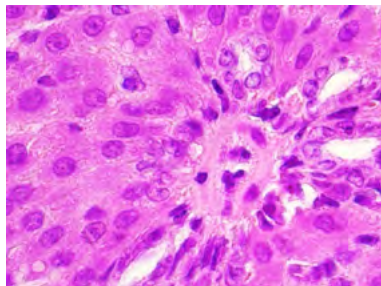of its wall are within normal limits. Staining with hematoxylin and eosin. x400**

**Fig. 10. Histological structure of the liver 2 weeks after exposure to CBD.
The portal tract of the lobule. Slight swelling of the endothelium of the hepatic artery.
The bile ducts are of normal structure, several sinusoids are dilated and filled with
blood, the vein is of normal structure. Staining with hematoxylin and eosin. x1000**

The longitudinal measurement of the diameter of the hepatic artery was the largest and amounted to 61.88 μm, diagonal – 46.20 μm, transverse – 37.63 μm. The thickness of the wall around the perimeter was uneven and varied from 3.87 μm to 4.78 μm in different places (Fig. 9).

In other cases, the lumen of the hepatic artery in the portal tracts is narrowed due to swelling of the endothelium and leukostasis. Bile ducts (3 ducts) are of normal structure, several sinusoids (2 sinusoids) are dilated and filled with blood, hepatic vein is of normal structure, microvesicular dystrophy of individual hepatocytes is diagnosed (Fig. 10).

Sinusoidal hemocapillaries were narrowed in many lobes, although some were slightly dilated, Kupffer cells (stellate reticulo-endothelial phagocytic) were clearly visualized (Fig. 11).
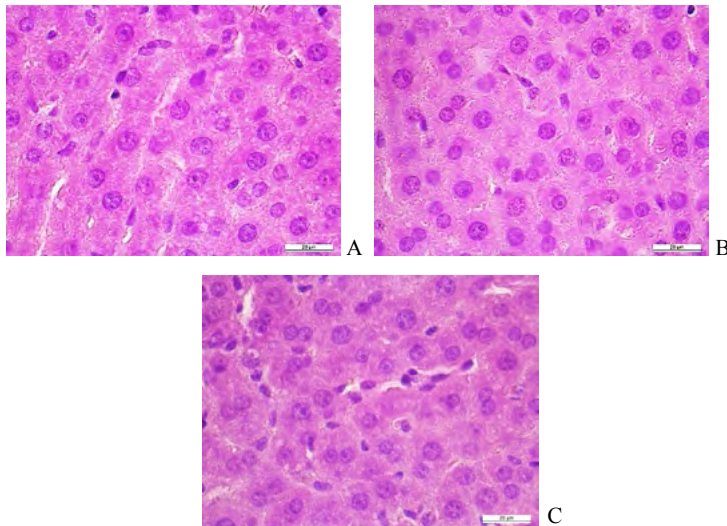

**Fig. 11. Histological structure of the liver 2 weeks after exposure to CBD.
Sinusoidal hemocapillaries in some places narrowed (A, B). Some slightly enlarged,
clearly visualized Kupffer cells (C). Staining with hematoxylin and eosin. x1000**
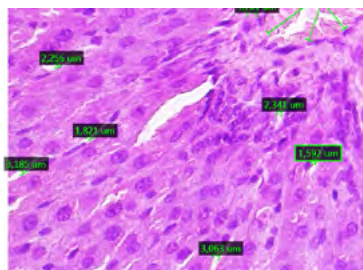

**Fig. 12. Histological structure of the liver 2 weeks after exposure to CBD.
A separate sinusoid is significantly dilated near the hepatic artery of the portal tract.
Staining with hematoxylin and eosin. X1000**

The morphometric indicators of the diameter of sinusoids were from 1.59 μm to 3.18 μm. In separate fields of view, dilated sinusoids were visualized, which resembled the hepatic vein near the portal tracts. The lumen of dilated sinusoidal capillaries was 7.18±0.13 μm. In addition, dark hepatocytes in dense rows were next to the fibrous plate of the triad (Fig. 12).

4. Conclusions

The literature presents the results of experimental studies in which the authors express concern about the development of hepatotoxicity caused by cannabidiol *(Marx T.K., 2018).* In recent clinical trials, elevated liver enzymes were observed in 5–20% of patients treated with cannabidiol, and several patients were excluded due to the threat of fulminant liver failure *(Devinsky O., 2017, 2018; Thiele E.A., 2018).*

We conducted an experimental study of the effect of CBD on the liver 2 weeks after its use as a dietary supplement. The main group consisted of 18 rats to which 5 drops (3 mg 10%) of cannabidiol oil were added to the main feed once a day for 2 weeks. The control group consisted of 6 sexually mature white male rats, which were provided with water and food without any restrictions. Our research results showed that the use of CBD oil as a food supplement did not have a toxic effect on the liver, did not cause any damage.

References

1. Bhunchet, E., Wake, K. (1998). The portal lobule in rat liver fibrosis: a re-evaluation of the liver unit. Hepatology. 27(2):481–7. doi: 10.1002/hep.510270223.
2. Boggs, Douglas L., Nguyen, Jacques D., Morgenson, Daralyn., Taffe, Michael A., Ranganathan, Mohini. (2018). Clinical and Preclinical Evidence for Functional Interactions of Cannabidiol and Δ9-Tetrahydrocannabinol. Neuropsychopharmacology. 43 (1):142–154. doi:10.1038/npp.2017.209
3. Breijyeh, Z., Jubeh, B., Bufo, SA., Karaman, R., Scrano L. (2021). Cannabis: A Toxin-Producing Plant with Potential Therapeutic Uses. Toxins (Basel). 13(2):117. doi: 10.3390/toxins13020117.
4. Bruni, C., Porter, K.R. (1965). The fine structure of the parenchymal cell of the normal rat liver. 1 General Observations. Am. J. Pathol. 46: 691.
5. Brunt, E.M., Gouw, A.S.H., Hubscher, S.G., Tiniakos, D.G., Bedossa, P., Burt, A.D., Callea, F., Clouston, A.D., Dienes, H.P., Goodman, Z.D., Roberts, E.A., Roskams, T., Terracciano, L., Torbenson, M.S. & Wanless, I.R. (2014) Pathology of the liver sinusoids. Histopathology 64 (7): 907–20.
6. Burkel, W.E. (1970). The fine structure of terminal branches of the hepatic arterial system of the rat. Anat. Rec. 167: 329.
7. Carvalho, R.K., Santos, M.L., Souza, M.R., Rocha, T.L., Guimaraes, F.S., Anselmo-Franci, J.A., Mazaro-Costa R. (2018). Chronic exposure to cannabidiol induces reproductive toxicity in male Swiss mice. J. Appl. Toxicol.; 38:1215–1223. doi: 10.1002/jat.3631.
8. Cassano, T., Villani, R., Pace, L., Carbone, A., Bukke, V.N., Orkisz, S. (2020). From Cannabis sativa to cannabidiol: promising therapeutic candidate for the treatment of neurodegenerative diseases. Front. Pharmacol. 11: 124. https://doi.org/10.3389/fphar.2020.00124.
9. Chevallier, M., Guerret, S., Chossegros, P., Gerard, F., Grimaud, J.A. (1994). A histological semiquantitative scoring system for evaluation of hepatic fibrosis in needle liver biopsy specimens: comparison with morphometric studies. Hepatology 20(2):349–55. PMID: 8045495.
10. Crawford, A.R., Lin, X-Z., Crawford, J.M. (1998). The normal adult human liver biopsy: a quantitative reference standard. Hepatology 28(2):323–31. doi: 10.1002/hep.510280206. PMID: 9695993.
11. Crippa, J.A., Hallak, J.E., Machado-de-Sousa, J.P., Queiroz, R.H., Bergamaschi, M., Chagas, M.H. (2013). Cannabidiol for the treatment of cannabis withdrawal syndrome: a case report. J Clin Pharm Ther. 38:162–4. doi: 10.1111/jcpt.12018.

12. Devinsky, O., Cross, J.H., Wright, S. (2017). Trial of Cannabidiol for Drug-Resistant Sei-zures in the Dravet Syndrome. N. Eng. J. Med. 377:699–700. doi: 10.1056/NEJMoa1611618.

13. Elias, H., Popper, H. (1955). Venous distributions in livers. Comparison in man and experimental animals and applications to the morphogenesis of cirrhosis. AMA Arch Pathol. 59:332–40.

14. Fouad, A.A., Jresat, I. (2011). Therapeutic potential of cannabidiol against ischemia/reper-fusion liver injury in rats. Eur. J. Pharmacol. 670:216–23. doi: 10.1016/j.ejphar.2011.08.048.

15. Gamble, L.J., Boesch, J.M., Frye, C.W., Schwark, W.S., Mann, S., Wolfe, L., Brown, H., Berthelsen, E.S., Wakshlag, J.J. (2018). Pharmacokinetics, Safety, and Clinical Efficacy of Cannabidiol Treatment in Osteoarthritic Dogs. Front. Vet. Sci. 5:165. doi: 10.3389/fvets.2018.00165.

16. https://zakon.rada.gov.ua/laws/show/324-2021-n#Text

17. Jadoon, K.A., Tan, G.D., O'Sullivan, S.E. (2017). A single dose of cannabidiol reduces blood pressure in healthy volunteers in a randomized crossover study. JCI Insight. 2: e93760. doi: 10.1172/jci.insight.93760.

18. Kiernan, F. (1833). The anatomy and physiology of the liver. Philosophical Transactions of the Royal Society B: Biological Sciences, 123, 711–70.

19. Lamers, W. H., Vermeulen, J. L., Hakvoort, T. B., & Moorman, A. F. (1999). Expression pattern of glutamine synthetase marks transition from collecting into conducting hepatic veins. The Journal of Histochemistry and Cytochemistry, 47, 1507–12.

20. Lieber, C.S. (1982). Alcohol and the terminal hepatic venule. Gastroenterology 83:1158–1159.

21. Mak, K. M., & Png, C. Y. M. (2020). The hepatic central vein: Structure, fibrosis, and role in liver biology. The Anatomical Record, 303(7): 1747–67. doi: 10.1002/ar.24273. Epub 2019 Oct 18. PMID: 31581357.

22. Marx, T.K., Reddeman, R., Clewell, A.E., Endres, J.R., Beres, E., Vertesi, A., Glavits, R., Hirka, G., Szakonyine, I.P. (2018). An Assessment of the Genotoxicity and Subchronic Tox-icity of a Supercritical Fluid Extract of the Aerial Parts of Hemp. J. Toxicol. 8143582. doi: 10.1155/2018/8143582.

23. Millar, S.A., Stone, N.L., Bellman, Z.D., Yates, A.S., England, T.J., O'Sullivan, S.E. (2019). A systematic review of cannabidiol dosing in clinical populations. Br. J. Clin. Pharmacol. 85: 1888–1900. https://doi.org/10.1111/bcp.14038.

24. Pacher, P., Kogan, N.M., Mechoulam, R., 2020. Beyond THC and endocannabinoids. Annu. Rev. Pharmacol. Toxicol. 60, 637–659. https://doi.org/10.1146/annurevpharm-tox-010818-021441.

25. Pertwee, R.G., Howlett, A.C., Abood, M.E., Alexander, S.P., Di Marzo, V., Elphick, M.R. (2010). International union of basic and clinical pharmacology. LXXIX.Cannabinoid receptors and their ligands: beyond CB1 and CB2. Pharmacol. Rev. 62: 588–631. https://doi.org/10.1124/pr.110.003004.

26. Pisanti, S., Malfitano, A.M., Ciaglia, E., Lamberti, A., Ranieri, R., Cuomo, G. (2017). Can-nabidiol: state of the art and new challenges for therapeutic applications. Pharmacol. Ther. 175: 133–150. https://doi.org/10.1016/j.pharmthera.2017.02.041.

27. Porto, L.C., Chevallier, M., Grimaud, J.A. (1989). Morphometry of terminal hepatic veins. 1. Comparative study in man and baboon. Virchows Arch a Pathol Pathol Anat. 414:129–134.

28. Rappaport, A.M. (1966). The hepatic artery, its structural, circulatory, and metabolic fubc-tions. 3rd Int. Symp. Int. Assoc. Study of liver, Kyoto. T. Gastroent., p.116.

29. Rappaport, A.M. (1973). The microcirculatory hepatic unit. Microvasc. Res. 6: 212.

30. Rappaport, A.M. (1957). The structural and functional acinar unit of the liver; some histopathological considerations (Monograph). Int. Symp. Hepatitis Frontiers, Boston, Little, Brown.

31. Rezania, V., Coombe, D., & Tuszynski, J. A. (2016). A physiologically based flow network model for hepatic drug elimination III: 2D/3D DLA lobule models. Theoretical Biology & Medical Modelling, 13, 9–22.

32. Rosenkrantz, H., Fleischman, R.W., Grant, R.J. (1981). Toxicity of short-term administration of cannabinoids to rhesus monkeys. Toxicol. Appl. Pharmacol. 58:118–131. doi: 10.1016/0041-008X (81)90122-8.

33. Roskams, T., Desmet, V.J., Verslype, C. (2007). Development, structure, and function of the liver. In: Burt AD, Portmann BC, Ferrell LD, eds. MacSween's Pathol ogy of the Liver. 5th ed. Edingurgh, UK: Churchill Livingstone/Elsevier. 1–74.

34. Ross, M.H., Pawlina, W. (2016). Digestive system III. Histology, a textbook, and atlas: with correlated cell and molecular biology. 7th ed. New York: Wolters Kluwer.

35. Ruijter, J.M., Gieling, R.G., Markman, M.M., Hagoort, J. and Lamers, W.H. (2004). Stereological measurement of porto-central gradients in gene expression in mouse liver. Hepatology, 39: 343-352. https://doi.org/10.1002/hep.20068

36. Saxena, R., Theise, N.D., Crawford, J.M. (1999). Microanatomy of the human liver–exploring the hidden interfaces. Hepatology. 30(6):1339–46. doi: 10.1002/hep.510300607. PMID: 10573509.

37. Schonhofen, P., de Medeiros, L.M., Bristot, I.J., Lopes, F.M., De Bastiani, M.A., Kapczinski, F., Crippa, J.A., Castro, M.A., Parsons, R.B., Klamt, F. (2015). Cannabidiol Exposure During Neuronal Differentiation Sensitizes Cells Against Redox-Active Neurotoxins. Mol. Neurobiol. 52:26–37. doi: 10.1007/s12035-014-8843-1.

38. Shevchuk, M.M. (2022). Macro- and microstructural liver arrangement in white rats in health. Bulletin of problems in biology and medicine. 3(166): 456-9 DOI:10.29254/2077-4214-2022-3-166-456-459

39. Suriawinata AA, Thung SN. (2007). Liver. In: Mills SE, ed. Histology for Pathologists. 3rd ed. Philadelphia, PA: Lippincott Williams & Wilkins. 685–703.

40. Thiele, E.A., Marsh, E.D., French, J.A., Mazurkiewicz-Beldzinska, M., Benbadis, S.R., Joshi, C., Lyons, P.D., Taylor, A., Roberts, C., Sommerville, K. (2018). Cannabidiol in patients with seizures associated with Lennox-Gastaut syndrome (GWPCARE4): A randomised, double-blind, placebo-controlled phase 3 trial. Lancet. 391:1085–1096. doi: 10.1016/S0140-6736(18)30136-3.

41. Wagenaar, G. T., Moorman, A. F., Chamuleau, R. A., Deutz, N. E., De Gier, C., De Boer, P. A., Lamers, W. H. (1994). Vascular branching pattern and zonation of gene expression in the mammalian liver. A comparative study in rat, mouse, cynomolgus monkey, and pig. The Anatomical Record. 239: 441–52.

42. Wisse, E., Braet, F., Luo, D., De Zanger, R., Jans, D., Crabbe, E., Vermoesen, A. (1996). Structure and function of sinusoidal lining cells in the liver. Toxicol Pathol. 24(1):100–11. doi: 10.1177/019262339602400114. PMID: 8839287.

TECHNOLOGY, CREATIVITY, IMPLEMENTATION

ENERGY EFFICIENT AND ENVIRONMENTAL FOCUS OF SMART CITIES

Tetiana Apatenko
Senior Lecturer at the Department of Urban Construction,
O. M. Beketov National University of Urban Economy in Kharkiv, Ukraine
e -mail: Tetiana.Apatenko@kname.edu.ua, orcid.org/0000-0002-4145-3183

Olena Bezlyubchenko
Ph.D., Assistant Professor at the Department of Urban Construction,
O. M. Beketov National University of Urban Economy in Kharkiv, Ukraine
e -mail: Olena.Bezliubchenko@kname.edu.ua, orcid.org/0000-0002-6360-2880

Summary
The idea of creating "green" or "sustainable" cities is aimed at improving and optimizing urban "metabolism" and involves the use of energy-efficient design solutions, "green" materials, and new approaches to urban urbanism.

Some scientific sources give different interpretations of the definition of "smart city", which gives an idea of a more accurate understanding of such innovative settlements. As a rule, the differences in definitions are tied to the diversity of countries. Examples of smart cities are given, which are both successful and unsuccessful examples. In this article, an analysis was carried out using the method of questioning the citizens of Ukraine about the main priorities for defining the concept of a "smart" city. The most popular among the proposed answers were "smart" waste disposal and energy efficiency.

This topic is relevant especially in the context of solving the issues of designing the urban environment, organizing the construction of buildings using environmentally friendly, renewable energy sources using digital technologies of smart cities.

Key words: digital city, smart planning, urban software, multifunctional system, resident's, innovative technology.

1. Introduction

The world is changing, and the needs of the population are changing, so the creation of smart cities is a challenge of the times. The development of such innovative settlements requires the complete modernization of all areas of activity and the introduction of the latest technologies.

Cities are important centers of human activity, which are of increasing importance for the population and an increasing importance in the global economy. Smart cities are increasingly

appearing as bright markers on our planet, producing new ideas and urban planning standards and are not a frozen utopian model, but a dynamic, transforming process. But there are problems related to the impossibility of large-scale implementation of the concept of a smart city in terms of high costs of paying for services, which are inaccessibly to people with a low standard of living, transportation, and privacy, which have yet to be solved. While the digital revolution offers an unprecedented window of opportunity to improve the lives of millions of city dwellers, there is no guarantee that the rapid spread of new technologies will automatically benefit citizens across the board. Smart city policies should be designed, implemented, and monitored as a tool to improve the well-being of all people. Therefore, smart cities will improve as technology advances and the people who are interested in building it. Thus, speaking of a smart city, we mean an intelligent, networked, space in which, due to digital communication technologies, various urban infrastructure systems are integrated, such as: economy, electricity, water supply, mobility, healthcare, security, services, industrial enterprises, etc.

Over the past decade, various government, scientific and private laboratories, to improve the city and the quality of life of its population, began to develop intelligent city technologies, as well as Internet portals. As a result, it became possible not only to competently program urban infrastructures (urban software), to involve and inform the population in this process but also to create environmentally friendly cities.

According to WHO, by the 30 s. XXI century more than 60% of the world's population will become urban dwellers. Such a rapid level of urbanization can cause excessive pressure on urban infrastructure and cause environmental problems *(Hollands, 2018)*. Reduce the potential risks that are bound to arise in overcrowded cities, perhaps by bringing the concept of a smart city to life. Also, thanks to the "smart city", it is already possible to significantly improve the lives of people living in million-plus cities, large agglomerations, and small towns.

In 2016, close to 4 billion people – 54 percent of the world's population – lived in cities. According to the World Bank, in the last 50 years, the proportion of the population living in cities has increased by 50 percent, and it is estimated that, by 2050, 6 billion people will be living in cities (66 percent of the world's population). Africa and Asia, in contrast, remain mostly rural, with 40 percent and 48 percent of their respective populations living in urban areas. Over the coming decades, the level of urbanization is expected to increase in all regions, with Africa and Asia urbanizing faster than the rest *(Komninos, Kakderi, Panori, Tsarchopoulos, 2018)*. Such urbanization and increased population density "stimulates" the creation or transformation of cities of the past into modern smart cities.

Over the past years, many scientific articles have been published on the concept of forming a smart (Komninos N., Shannon Mettern, Kurtit K. and other) city in the context of determining the benefits of implementing this idea, and some scientific articles also consider this concept from the standpoint of criticism (Hollands R., Shannon Mettern, and other). The main idea of this article is to identify the advantages and disadvantages of the concept of creating smart cities, based on the public opinion of the residents themselves.

2. Definitions of smart cities

The concept of a smart, electronic, or digital city began to take shape at the beginning of the 21st century, when it became clear to the world's leading urbanists that without the use of IT technologies, megacities become unmanageable monster territories with poor ecology, absorbing huge natural resources.

Looking at history, one can make the argument that the greatest periods of economic growth and productivity have occurred when scientists have integrated innovation into the physical environment, especially in cities. The steam engine, electricity grid, and automobile all fundamentally transformed urban life, but we haven't really seen much change in our cities since before World War II. If you compare pictures of cities from 1870 to 1940, it's like night and day. If you make the same comparison from 1940 to today, hardly anything has changed. Thus, it's not surprising that, despite the rise of computers and the internet, growth has slowed, and productivity increases are so low. Therefore, the main mission of modern urban planning is to accelerate the process of urban innovation *(Mettern, 2017)*.

The smart city sustainable concept is still in flux and subject to debate. Definitions of smart cities vary across OECD countries and institutions according to the geopolitical context and the specific issues at hand (Table 1).

The literature reveals three types of drivers of smart cities–community, technology, and policy–which are linked to five desired outcomes–productivity, sustainability, accessibility, wellbeing, livability, and governance. These drivers and outcomes altogether assemble a smart city framework, where each of them represents a distinctive dimension of the smart city's notion *(Yigitcanlar, Kamruzzaman, Buys, Ioppolo, Sabatini-Marques, Moreira Da Costa, Yun, 2018)*.

The prefix "smart" means that residents, using technologies and online applications, can regulate the amount of energy and water they consume, they can remotely control the turning on and off household items in the house, and remotely register in honey. institutions and so on.

Megacities are learning to provide additional services to their residents, trying to make their lives easier, safer, and more comfortable.

This combination of factors has led to the need to find new solutions, and new paradigms for the relationship between the city and its population. Cities are forced to move from the format of an impersonal "territory for survival and satisfaction of the basic needs of residents" to the format of self-identification of the city as a "living being", recognizing residents as subjects, not objects of urban life – and, as a result, to interactive communication of the city with such subjects, as a collective differentiated mind. In other words, to turn a "smart" city, into a Smart City *(Kurtit, Nykamp, 2012 & Krazhan, 2019)*.

Today, a smart city is a multivalued concept that includes a wide range of sometimes contradictory definitions. To the definition of the European Commission, "a smart city is a place where traditional infrastructure and services become more efficient using digital technologies for the benefit of its residents and businesses. But now, to use resources more efficiently and reduce emissions, the smart city is already moving beyond digital technology alone, which means smarter city transport networks, upgraded water and waste management systems, and more efficient ways to light and heat buildings. It also means more interactive and flexible city administration, safer public spaces, and meeting the needs of an aging population *(Albino, Berardi, Dangelico, 2019)*.

Now there are several dozen large cities in the world in which elements of a "smart city" have been introduced. These are Barcelona, Nice, New York, Chicago, Singapore, San Francisco, Copenhagen, Hamburg, and others. Barcelona is distinguished by the fact that from the very beginning a truly integrated approach was implemented there, the concept of a "smart city" was created, and all elements work without duplicating the structure. A whole new eco-smart city is now emerging in Singapore. Also known as the forest city, this new location will become a real refuge of nature. The new city aims to improve the health and well-being of residents, paving the way for a better future. In his new avatar, the forest city will become an example of a good and clean life *(Batty, Axhausen, Giannotti, Pozdnouhov, Bazzani, Wachowicz, 2012)*.

Table 1

Selected definitions of "smart cities"

Country	Definitions	Organization official representative
Denmark	"Smart City" as an evolving concept: "Initially, the concept was only used in a narrow and governmental context especially in relation to environmental, energy and infrastructure issues in terms of how information and communication technologies can improve urban functionality. Subsequently, virtually all other areas of welfare started working with Smart City, for example in business development, innovation, citizen involvement, culture, healthcare, and social services, where the use of data and digital platforms helps smart new solutions."	The Ministry of Transport, Building, and Housing and the Danish Business Authority
Latvia	"Smart City" is a city that implements a strategic package of measures to address the most pressing challenges and boost the competitiveness of the area, providing solutions for citizens and entrepreneurs, inter alia such measures which i) do not require substantial maintenance in the long term (save resources).	The Ministry of Environmental Protection and Regional Development
Spain:	"The Smart City concept is a holistic approach to cities that uses ICT to improve inhabitants' quality of life and accessibility and ensure consistently improving sustainable economic, social, and environmental development. It enables cross-cutting interaction between citizens and cities, and real-time, quality-efficient and cost-effective adaptation to their needs, providing open data and solutions and services geared towards citizens as people."	The Spanish government works, Spanish Association for Standardization and Certification
United Kingdom	"The concept [of the smart city] is not static: there is no absolute definition of a smart city, no end point, but rather a process, or series of steps, by which cities become more "live able" and resilient and, hence, able to respond quickly to new challenges."	The UK Department of Business, Energy and Industrial Strategy

Building from scratch may be easier, but usually about three times more expensive than the regeneration of old districts, Smart City technology can be adapted to existing cities. This will need to be adapted to address contextual and governance issues, but all urban regeneration issues are easier to address with Smart City technology. In order to create more appreciation and accountability in the Smart City paradigm, a simpler framework is proposed, applicable to newer and more mature cities and, in fact, to all forms of the urban fabric, to show how a Smart City can achieve a broader goal of the UN SDG on building "inclusive, safe, resilient and resilient" cities.

3. Energy efficient and environmental focus of digital cities

Speaking about smart cities, one should focus on the environmental focus. The authors of this article in some publications addressed the topic of energy efficiency and energy saving. Consequently, there are no doubts about the relevance of establishing building constructions with the usage of environmentally friendly and renewable sources of energy. It can be achieved in contemporary architecture and construction. Ways to achieve it are: improving

architectural and planning solutions; using external constructions with the necessary level of thermal protection for building envelope; implementing efficient microclimate and energy saving systems in buildings; usage of renewable sources of energy; quality improvement of building design. The transition to such types of buildings can significantly decrease fuel and energy consumption, lower the costs of energy, and reduce greenhouse gas emissions *(Apatenko, Bezlyubchenko, 2019)*.

Smart planning will increase the ongoing efforts and experience of building corporations to provide residents with well-designed homes located in a green and mature city. The use of computer modeling and data analytics will enable construction companies to improve the way they plan and develop their cities, neighborhoods, and buildings, as well as obtain optimal and cost-effective solutions to achieve sustainable development goals.

As urbanization increases, people around the world are tired of seeing precious natural habitats paved with toxic, energy-intensive materials like concrete and steel, according to scientists at the Yale University Center for Ecosystems in Architecture. In the 21st century, the global building practice must innovate toward nature-based solutions for the cities of the future *(Amonov, Nishonov, 2020)*.

Smart cities are usually created in new locations around current cities, in the modernist tradition of new cities. The emergence of new cities close to existing cities poses the risk of encouraging urban sprawl and, as a result, car dependency, consumption of fossil fuels, and unhealthy lifestyles *(Allam, Newman, 2018)*. Information infrastructure can mitigate air pollution levels, information infrastructure mitigates air pollution levels by influencing technological innovation first and then industrial structure upgrading *(Yong; Fan; Weipeng 2022)*.

In 2019, the EY Start-up Accelerator team conducted a survey among residents of Ukrainian cities to determine what exactly they understand by the concept of a "smart" city, what components the components of such a concept, in their opinion, and whether residents enjoy the benefits of a "smart" city cities.

Each of the respondents had the opportunity to choose 5 priority options, which, in his opinion, are most suitable for defining the concept of a "smart" city. The proposed options included both specific manifestations of a smart city (for example, smart parking or smart lighting), and fundamental, broader categories of this concept, covering these and other areas (IT infrastructure, big data analytics, etc.). In addition, respondents could indicate their own version.

Several questions were asked, all the respondents who received one or more options on a preliminary basis: "smart" waste management' (95 people), "energy efficiency" (90 people), and "IT infrastructure" (but 67 people) (Fig. 1–4).

These studies once again confirm the importance of using energy-efficient technologies in construction, especially in residential and civil buildings.

The goal of smart homes is to create a sustainable multifunctional system for effective digital building management to measure, evaluate and optimize the baseline values of energy consumption, lighting, and temperature through the implementation of appropriate technology solutions, as well as an innovative approach to the provision of services to create comfortable places to live and work, manage resources and costs in the most efficient way.

Actual assumptions imply cost savings of 13 to 66% on energy consumption, 24 to 32% on the implementation of an adaptive ventilation system and expected savings from combining all relevant technologies.

Creation of the necessary set of technologies for effective monitoring, reporting, and optimization of energy production and consumption using renewable energy and insulation technologies, waste management systems, water, gas, and ventilation.
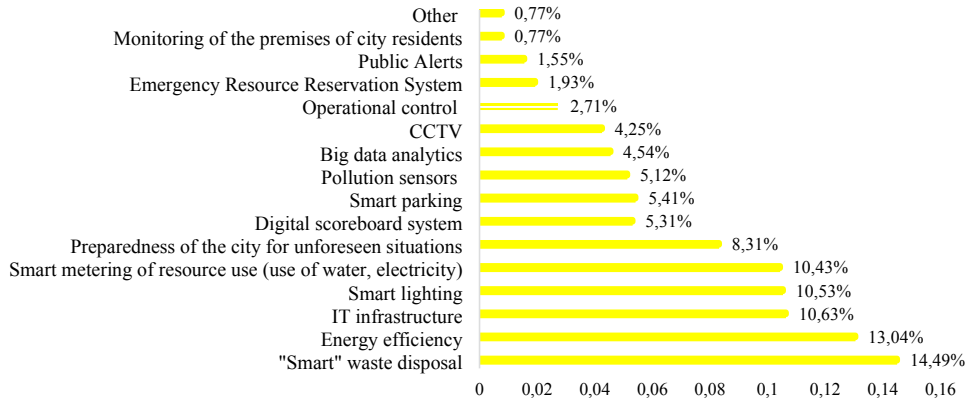
Fig. 1. Citizen survey schedule: What does a smart city mean to you in the first place?
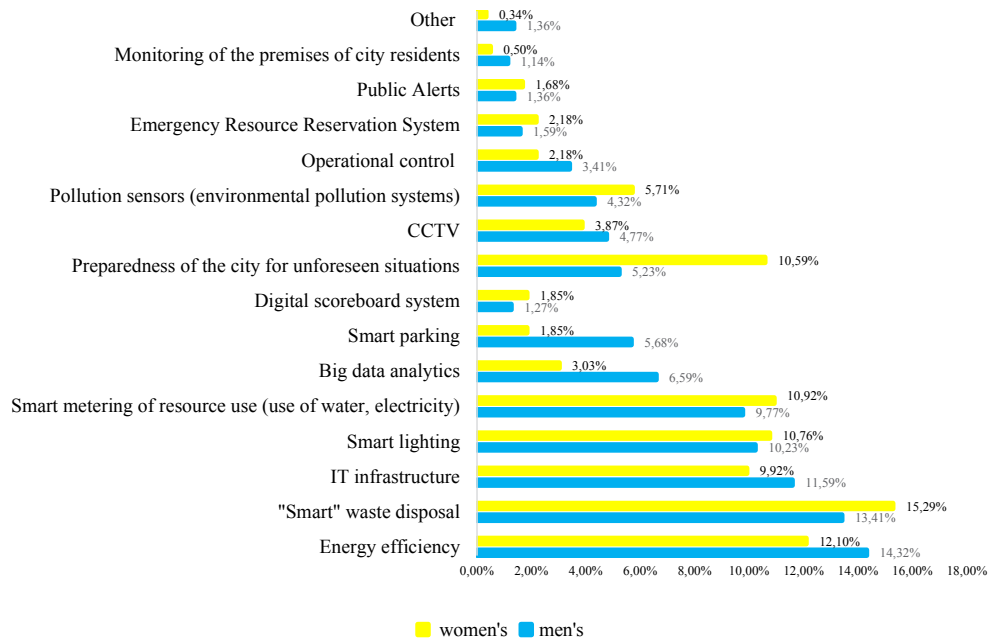

women's   men's

Fig. 2. Citizen survey schedule: Monitoring of the premises of city residents. The ratio of men's and women's answers to the question: "What does a smart city mean to you first of all?

Integrated systems allow you to collect, analyze and store a lot of data that can be turned into real data for predictive purposes and actual values for decision-making.

The use of solar panels is an integral part of a smart city. Solar panels are installed on the roofs of buildings, which can provide autonomous power supply to individual apartments or houses, depending on their size (Fig. 5).
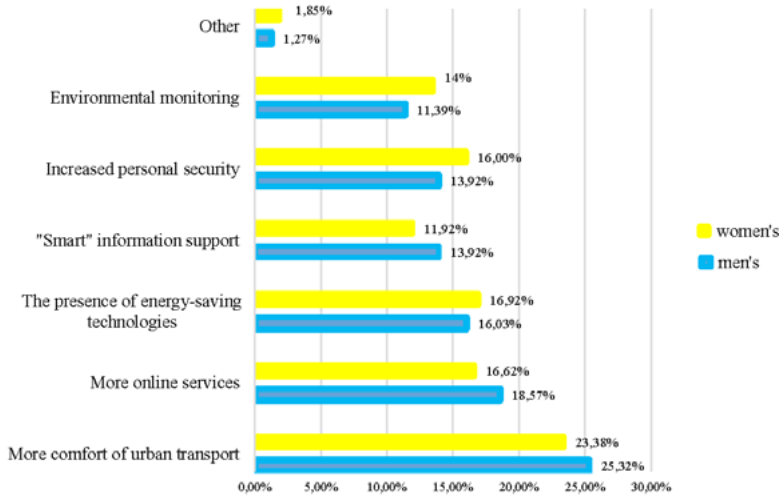
Fig. 3. Citizen survey schedule:
Distribution of answers among respondents by gender
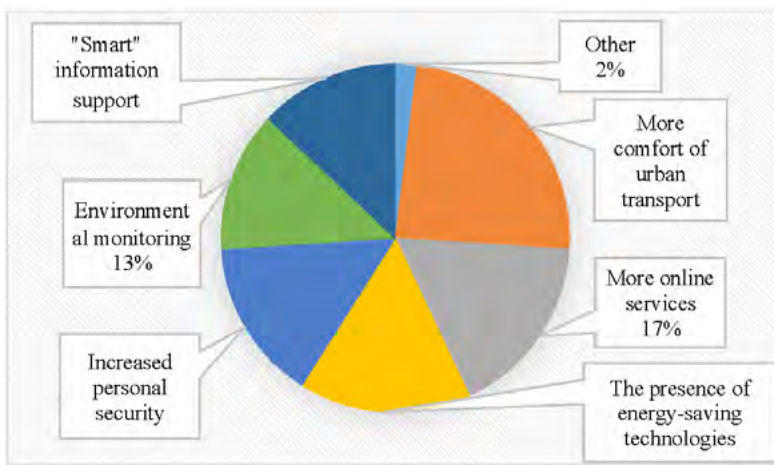

Fig. 4. Citizen survey schedule: What do you no longer have enough
for a more comfortable life in your city?

Also, entire cities can be powered by solar farms day and night, storing excess energy with special lithium-ion batteries (Fig. 6).

Energy efficiency should be the main driver of investments, which represent a significant part of the total costs and be economically justified (based on a qualitative or quantitative assessment) over the life of the project.

The project should be an integral part of the local urban development strategy.

Architecture must address the global problem of housing by integrating critical scientific and technological advances in energy, water, and material systems while remaining sensitive to the cultural and aesthetic aspirations of different regions.

Fig. 5. ENL Moka Smart City; ENL: Мока, Mauritius

Source: Allam, Newman, 2018

Fig. 6. Yihai Smart City, Pailles, Mauritius

Source: Allam, Newman, 2018

The implementation of the concept of a smart network – the only system for introducing innovative technologies in all spheres of society – is a challenge of the times. Achieving a high level of development according to the indicators of a modern smart city depends on resource provision and the utmost willingness to invest in smart technologies. Investments in the development of a smart city are focused on achieving long-term results, i.e., the expected effects of such investments are strategic. In conclusion, it can be noted that the concept of a smart city requires further research and values guiding the results of smart technologies.

4. Conclusions

The creation of smart cities will be able to prevent in the future many problems associated with urban overpopulation, environmental problems of large cities, improving the living conditions of the population by creating a comfortable home, etc. The benefits of smart technologies are countered by skepticism about capital investment in innovation and communication technologies, which indicates that in the near future, such innovations will further spread to all spheres of life of the world's population.

The following conclusions were made. First, smart city pilot projects will have a positive impact on regional economic growth, but with a time lag. Secondly, the market and infrastructure influence regional economic growth. Third, capitalizing on the newly created market, several cities with smart industry foundations have developed rapidly.

Over time, an increasing number of smart cities will benefit from built smart infrastructure projects. This study suggests that smart cities can become a new model for regional economic development through market and infrastructure effects.

During the study, the main tasks of smart cities were systematized, their priority based on publicity – a survey of certain groups of society, based on which three main priorities were identified: "smart" waste management', "energy efficiency", and "IT infrastructure". In conclusion, it should be emphasized that the authors intend to continue to conduct research in the field of energy efficiency of buildings using green technologies, following the concept of smart cities.

References

1. Albino V, Berardi U, Dangelico RM. Smart Cities: Definitions, Dimensions, Performance, and Initiatives. Journal of Urban Technology. 2019; 22(1):1–18. [in English]

2. Allam, Z., and Newman, P. (2018). Redefining the smart city: culture, metabolism, and governance. Smart Cities 1, 4–25. doi: 10.3390/smartcities1010002[in English]

3. Apatenko, T., Bezlyubchenko, O. «Energy-efficient solutions for buildings on thermal design basis» International Conference on Construction, Architecture and Technosphere Safety. IOP Conf. Series: Materials Science and Engineering 687 (2019) 055050. IOP Publishing doi:10.1088/1757-899X/687/5/055050 [in English]

4. Batty, Michael & Axhausen, Kay & Giannotti, Fosca & Pozdnoukhov, A & Bazzani, Armando & Wachowicz, M. & Ouzounis, Georgios. (2012). Smart cities of the future. The European Physical Journal Special Topics. 214. 481–518. 10.1140/epjst/e2012-01703-3. doi: 10.1140/epjst/e2012-01703-3 [in English]

5. Evgen Krazhan "Reasonable" place "smell" his baggers – Facebook Kyivstar 2019 (Electronic Materials Available at https://hub.kyivstar.ua/news/teoriya-reshenij-umnogo-goroda-i-vozmozhnosti-ee-realizaczii-na-baze-edinoj-municzipalnoj-platformy/ [accessed 06.04.2023.]) [in Ukrainian]

6. Hollands R. Critical interventions into the corporate smart city. Cambridge Journal of Regions, Economy and Society. 2018. № 18. Pp. 61–77. [in English]

7. Komninos N., Kakderi C., Panori A.,Tsarchopoulos P. Smart City planning from an evolutionary perspective. Journal of Urban Technology. 2018. Taylor & Francis Journals, vol. 26(2), pages 3–20, April. doi:10.1080/10630732.2018.1485368 [in English]

8. Kurtit K., Nykamp P. (2012). Smart places in the era of innovation. innovation. Euro. J. Soc. Sciences. Res. 25:93–95. doi: 10.1080/13511610.2012.660331[in English]

9. Mansur Amonov, Bakhriddi Nishonov «Seasonal variability of PM concentration in Tashkent» Published under licence by IOP Publishing Ltd IOP Conference Series: Materials Science and Engineering, Volume 869, SMART CITY 2020 IOP Conf. Ser.: Mater. Sci. Eng. 869 022030 (2020) 022030 IOP Publishing doi:10.1088/1757-899X/869/2/022030 [in English]

10. Shannon Mettern, "Misto is not a computer", "Misto Magazine", 2017 Access May 4, 2022 https://doi.org/10.22269/170207[in English]

11. Yigitcanlar, T., Kamruzzaman, M., Buys, L., Ioppolo, G., Sabatini-Marques, J., Moreira Da Costa, E., & Yun, J. J. (2018). Understanding 'smart cities': Intertwining development drivers with desired outcomes in a multidimensional framework. Cities. Retrieved from https://doi.org/10.1016/j.cities.2018.04.003[in English]

12. Zhou, Yong; Xiao, Fan; Deng, Weipeng (23 March 2022). "Is smart city a slogan? Evidence from China". Asian Geographer: 1–18. doi:10.1080/10225706.2022.2052734 [in English]

NOTES