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INTRODUCTION

Dear colleagues, authors and readers of the *Academia Polonica* (Scientific Journal of Polonia University, PNAP – *Periodyk Naukowy Akademii Polonijnej*)!

It is with great satisfaction that I would like to inform everyone that we are handing over to the readers the first issue of our journal in a new formula and under a new name *Academia Polonica*. This is a continuation of the long-standing editorial and scientific achievements of PNAP, to which the entire editorial team refers with great respect.

I would like to thank all those who for many years have been creating our scientific journal from the substantive, formal and editorial side, and all those who send us their scientific articles. On behalf of the entire editorial team of our journal, I would like to declare that we will continue the development of our scientific journal and look forward to the involvement of all authors.

I would like to congratulate all the authors and people involved that the current issue of our journal – *Academia Polonica*, 62 (2024) nr 1 – and the first in the new format, has been so well prepared.

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

The collected papers and their objectives represent contemporary research in the field of linguistics, intercultural communication, and education. Among them, the topic of university-level education during the armed conflict in Ukraine is particularly significant.

Academia Polonica also addresses current issues in contemporary society, such as the legal responsibility of the pharmaceutical sector.

Authors in the fields of health, environment, and development describe life-threatening situations as well as those related to parenthood.

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

With respect and regards
Maciej Rudnicki, Prof. PhD, Editor in Chief
Rector of the Polonia University

LANGUAGE, CULTURE, COMMUNICATION

“ALI AND NINO”: BETWEEN POETRY AND REALITY

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Summary

One of the most interesting and enigmatic works of art of the history of Azerbaijan culture in terms of a lot of problems is a novel of “Ali and Nino”. This work whose author is still unknown can be considered as the masterpiece of world literature both in artistic and aesthetic terms and also from the point of view of intellectual level. The point is that there are some examples of creativity in the world that they are covered with the secrets between the destiny and love of reader and author and become target of different opinions for a long time. Personality and tragedies of Shakespeare, conflicting opinions around "The Quiet Don" of M. Sholokhov etc. also includes here. The work “Ali and Nino” that can conquer the hearts of readers with its character which is cohere with its generation – pedigree, Baku, Motherland with endless love and deep fanaticism in all respects, translated from German language to Azerbaijani language in the 70s are among such mysterious works of the world literature.

Key words: Ali and Nino, Azerbaijan, Y.V. Chamanzamanli, Gurban Said, Georgia, Tbilisi.

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1. Introduction

“Ali and Nino” published more than one hundred times, in thirty three language in various countries, worded in a gentle style in the dramatic-lyric plan really became the bestseller of the modern period and the identity of its author still being under question didn't play little role in this issue. Many commentaries about the identity of the author are made not only in the literary criticism of Azerbaijan, but also in literary and scientific circles of Russia, Europe and America. Though the author is presented as Gurban Said, the identity of Gurban Said itself raises several questions. The signature of Gurban Said was shown as the author of work when it was published in 1937 for the first time by E.P. Tal Verlah in Vienna. However, based on the official documents it is showed that Kurban Said was the pseudonym of Baroness Elfriede von Ehrenfels. In the beginning of XX century as there was great interest to themes obtained from the Eastern life in the European literary environment, the pseudonyms of Arabian, Persian, Turkish origin came into fashion among writers. Of course, a woman not living in Baku and not closely familiar with Azerbaijan even if had perfect writing skills, she couldn't write such

a high quality work as “Ali and Nino” from an alien nation and alien hero. The next studies, more exactly, the studies of European researchers revealed that the author of the work is the writer named Lev Nussimbaum, who was from Baku and the work was given by that person to Elfriede von Ehrenfels who was his close associate. In the next periods, the researches in West were being carried out around the identity of Lev Nussimbaum.

In 1993 Orkhan Vazirov, the son of Y.V.Chamanzaminli mentioned that the signature of Gurban Said was one of the signatures of Y.V.Chamanzaminli, that's the work of “Ali and Nino” belong to Yusif Vazir and once it was approved by J.Hajibayli. Based on this claim and agendas among the archive materials of Y.V.Chamanzaminli, the compliance of some documents with the structure of work, Azerbaijan Writers' Union adopted a decision about the work of “Ali and Nino” belonging to Yusif Vazir Chamanzaminli in 1993. Opinions and commentaries about the work and the author of work in the literary criticism of Azerbaijan are not unambiguous. The researchers of the creativity of Y.V.Chamanzaminli and literary critics closely familiar with the creativity T.Huseynov, P.Khalilov, A.Sarajli, H.Guliyev and other scientists spoke with the documents that confirm and don't confirm the author's being Yusif Vazir, showed that the idea – poetry features of the work is the a different direction in the history of our literature, in a word, this subject became an arena of controversy for a long time. Of course, lack of access to the original version of the work and referencing to different variants of translations from the German language creates obstacles for objective research work. Unless the identity of the author of the work of “Ali and Nino” is accurate, the opinions about the work become the discussion zone of conflicting views.

2. Main text

Depending on the moment and aim, there are literary critics who name this work as ““Ali and Nino” in which Azerbaijanis were presented as wild” (Aslan Mammadli, Doctor of Philology) and in some cases they are not seen as unfair. As noted by Betty Blair, the chief editor of “Azerbaijan international” magazine published in America, after comparing various documents in Azerbaijani, German, English, French, Turkish, Russian, Italian, Persian and Swedish languages, researches conducted in the Institute of Manuscripts of the Azerbaijan, its archives, Kiev, Tbilisi, Germany, he declared that the work of “Ali and Nino” belongs to Y.V.Chamanzaminli and revealed his opinion with reasonable evidences. One of the interesting information in the mysterious history of the work is the opinions of Asad bey who is supposed to be one of authors of the work was acquired from “The Snake's Skin” of Grigol Robakidze, Georgian writer in the parts of the work related to Georgia, Tbilisi and Iran. As the trust, love, will, beauty, wisdom, modern outlook to life of Nino, another principal character of the work, charismatic features of both characters that complete each-other and such high qualities didn't leave Georgian readers indifferent and “Ali and Nino” became one of the works much-loved and sincerely welcomed. One of the two principal characters of the work being a Georgian, the love of these two young person that had passed all the test is assessed not only with Georgia and Azerbaijan's being neighbor, but also a symbol of nativeness to each – other. The love of Georgians to this fine lyric-dramatic work became a history with symbolic monument in avant-garde style named “Eternal love” erected in honor of “Ali and Nino” (the author is Tamar Kresotadze). And in Azerbaijan, writer – translator Nariman Abdulrahmanli wrote and published a voluminous documentary novel named “Kurban” (*Abdulrahmanli, 2014*) based on the events around “Ali and Nino”, as well as, its author and on the historical documents collected from

Tbilisi, Kiev and Baku. In our opinion, the issues presented by Ramiz Abutalibov, who have made important contributions to the collection of materials and historical documents about our Nation from French archives in making the most consistent decisions have great importance: According to him: “For the first time, the novel was translated from German language to Azerbaijani by Majid Musazade, by the worker of Azerbaijani Department of “Azadlig” radio-station in the 70s of the last century in Munhen. The second translation belongs to the worker of that radio. Just his translation was published in “Khazar” magazine in 1990. “In fact, there is no any manuscript of Asad Bey (the author of “Ali and Nino” – Mahammad Asad Bey, Lev Nissimbaum writing with the signature of Gurban Said is also noted – S.N.) in Azerbaijani language and even no any line about Ibrahim Arslan, businessman in State Archive of Azerbaijan. There is no any information about him in telephone reference catalog published in Baku before revolution. There is no any information about his son, Mahammad Asad and no any document on his being adopted as son by Abram Nussimbaum.

There was revealed a lot interesting information about Lev Abramovich Nussenbaum himself (certificates on marriage of their parents, date of boirth of his father, Lev’s studying at primary school in Baku etc.) in Baku, Kiev and Tbilisi... Attention should be paid to decoding of the name of Asad bey. “Lev” (Leo, Lion) is translated into Arabic language as “Asad”. “Abram” as “Ibrahim”. So, “Lev Abramovich” is converted into “Asad, the son of Ibrahim (Asad Ibrahim oghlu)”. And his father Abram Livovich into Ibrahim Arslan oghlu... Information about the complaint of the ex-wife of Asad bey, Erika Lovendal (in marriage – Erika Nussumbaum Asad bey) to local police department and about Russian emigrants who lived in Positano, Italy is given in the article. She writes that her ex-husband Lev Nussumbaum introduces himself as Azerbaijani...”. Ramiz Abutalibov put forwards reasobanle scientific results according to the documents obtained about the personality of Gurban Said:

“However it is very difficult to identify that who has hidden under the names of Asad bey and Gurban Said as before.

There four versions about this: The first one – American journalist Tim Ris argues that the author of all books ublished in the name of Asad bey and Kurban Said is Lev Abramovich Nissumbaum”. The second one – Our compatriot, living in Germany Mrs. Nurida Atashi considers that the real author of the work is Mahammad Asad Bey who is an Azerbaijanian. The third one – Azerbaijani professor Hasan Guliyev came to such a result that Gurban Said and Lev Nissumbaum is in fact the pseudonym of Mahammad Asad Bey who was adopted as a son by Abram Nissumbaum living in Baku, the son of Ibrahim Aslan oghlu, an Azerbaijanian businessman, afterwards, the husband of his aunt. The forth one – Chief editor of the magazine of “Azerbaijan international” published in America, Mrs. Betty Blair shares the views of many scientists from Baku and Azerbaijani political emigrants about Asad bey’s using “works or developments” of other authors, such as Yusif Vazir Chamanzaminli. Betty Blair conducted serious researches and revealed new documents in Baku, Tbilisi and Kiev along with foreign archives. In my opinion, the conclusions of Mrs. Betty Blair are more convincing”. One of the reasonable issues put forward by R.Abutalibov about Mahammad Asad Bey is related to non proper determination of the direction of searches. There are the books “Ali and Nino” and “The Girl from the Golden Horn” translated under the names of “Ali khan” and “Asiyade” in Italian language in my library. They existed during the time of Mussolini and prepared for publication by the East Literature Institute in Rome. The initiator of the publication was the friend of Asad Bey, Jamil Vakka – Mazara (true name – Bello Vakka). Their original names were shown on these two books. – “Ali khan”, “Yellow-haired girl”. Jamil Vakka noted in the article about the biography of Asad bey that the author is the son of Azerbaijani businessman,

Ibrahim Arslan. So, here it can be concluded that there are manuscripts in Azerbaijani language and the author is an Azerbaijani. However, while studying the nationality of Asad bey, some researchers pass over the first part of the opinion of Jamil Vakka, that's its having an original, and they refer to the second part" (Does Asad bey steal "Ali and Nino" from Chamanzaminli?).

As can be seen, there are a lot of contrasting opinions about the author of work. The number of versions put forward as a result of the mentioned long term researches and studies are many for one work, but this is not yet the end, the studies can result in new considerations. The main truth is that the aesthetic – artistic quality and the scope of theme of the work are relevant for all time. In our opinion, the work is the product of a person's pen who deeply knows the history, geography, statehood traditions, ethnic and moral views of Azerbaijan, at the same time, our recent past, lives in the circumstances of the first times of the establishment of the Republic of Azerbaijan and closely knows the political elite of that period in its all variants. On the other hand, no doubt that the author is an Azerbaijani person.

First of all, it should be noted that one of best aspects of the work is its having expressive composition in generally. Both events occurred around principal characters and also background events develop very dynamically and this allows the novel to be read with great interest. And the main perspective manifests itself in the development dynamic of Ali khan, the principal character of the work. The main characteristic feature of Ali khan as a principal character is the thirst of fight till the end for his commitment to nation, native land, love of country, future, liberty and independence of his country which is prevailing among all of its essence and being revealed in a more powerful way throughout the plot. Psychological state, spiritual world of the young character having highest national qualities in specific situations are described by the great master pen with real artistic details and emotions and feelings, psychological mood of an Azerbaijani character are presented with very cognate relations in the context of mental sensations. The arisen initial impression leads to such a thought that the professional writer who had achieved in the highest craftsmanship in the description of human emotions couldn't succeed in such real description of features arising from national qualities of alien mentality. In this regard, native feelings towards the private emotions of the character described by the author of the work and artistic opportunities with all its richness leaves no doubt about the fact that the author is the child of this nation. Of course, future researches and studies will create condition for making unanimous conclusion about the work and its author as a result. And we, in our turn, wait for the last decision of specialist with the probability of perhaps this work is the work of any of our intellectual, political figure, writer staying beyond our attention, who we know or don't know and whose destiny is not known for us. The issues taken forward by the writer against the background of the lyric-dramatic plot related to experiences of characters in 'Ali and Nino' novel mainly have the socio-political in nature and at the same time, specific answers are given by the course of events in the plot towards the raised issue or with the relation of the character, that's there stays no any unknown features for the reader away from imagination. The main essence of the work is making fiction the global issue such as not only unanimous geographical unity with equal level of Asia and European Union on Eurasian idea, but also the union achieved for the benefit of Europe by the collapse of Asia. The work begins with the interpretation of the class of Thani, the teacher of the high school character: "Western borders of Europe pass through North Arctic Ocean in the north, Atlantic Ocean in the West and Mediterranean Sea in the south. And the eastern border of Europe passes down along the Ural mountains of Russia, the Caspian Sea and the Caucasus. Some scientists ascribe the region in the south of Caucasus Mountains to Asia. And other scientist ascribe it to Europe as it has developed from cultural point of view. So, children I want to say that to determine whether our

city (Baku – expl.) belongs to advanced Europe, or to unprogressive Asia belongs to your position”. (It is referenced to the version of the work translated from Turkish language for the sake of respect to the memory of Orkhan and Fikrat Vazirov Brothers)

The main idea of the work starts from the development from this scene. The character saying – “greater intelligence was required to answer to this question”, understands the main aim of the professor who cannot be neutral even in seemingly in relation to neutral question given by him. “Professor Thanin didn’t get angry. It was assigned to him to educate his students as a real European man”. And this is one of the main issues along the work and when necessary, the author expressing his opinion towards the chauvinist-colonial policy of Russia tries to show that any pursued idea serves to regular, orderly, multi-stage, “colorful” chauvinist policy, beginning from school chairs and the impossibility of speaking about imperialist politics, justice, purity. Though young gymnast Ali khan knows that he stays beyond both in economic and also socio-political directions in comparison with modern European of his scope and environment, but he is able to understand the essence of the policy of “whip ad cooky” and he well understands that he should defense its homeland and feelings of his nation from abhorrent behavior of this policy of which who couldn’t lead to the very depths though he is very young.

Ali khan’s national self-esteem affronts against the irony of auditorium adjusted to with a sense of aversion to the situation of Mehmed Haidar who says “Mr professor, we would rather stay in Asia”, but is incapable of grounding his opinion and Asia: “And while four Armenians, two Poles, three Sectarians and one Russian were highly delighted by his stupidity, I raised my hand said: Mr professor, I too would rather stay in Asia”.

– “Ali Khan Shirvanshir! You too! All right, step forward”.

Professor Sanin pushed his lower lip out and silently cursed the fate that had banished him to the shores of the Caspian Sea. Then he cleared his throat and said pompously: “You at least can give us a reason?”

– “Yes! I rather like Asia”. The simple, acknowledgement which was confessed with high sincerity is transformed into the leitmotif of the work starting from this scene. As all the mighty love, Ali khan cannot or may be doesn’t intend to distinguish between good and bad qualities of this love as in attitude towards Nino. For him the land is not only the place where his foregoers lived and were buried, but also the erected monolithic fortress of the special and universal personalities, of the past and future of identity and this fortress must be protected with honour. “I opened the wagon’s window and looked out. Over the sultry sand hills, from the sea many miles away, came a cool breeze. Then a caravan came into view in the desert. A hundred camels or more, some with one hump, some with two, some big, some small, but all staring anxiously at the train. They moved along with wide flabby steps, their heads nodding in time to the monotonous tinkling of the little bells they wore round their necks. If one of them stumbles, his bell goes wrong, and the rhythm of the caravan is disturbed. All the camels feel this and become restive until unity is restored. The camel born from and made for the hot dreams of desert is the symbol of the desert. The caravan was wandering eastwards and lost in a dream. The train was pushing westwards. This was where I belonged, to the camels, to the men leading them, to the sand! Why did I not raise my hand to pull the communication cord? I did not want to go to that direction. Let the train rush to the West. My heart and soul belong to the East.

I opened the window and leaned out as far as I could. Caravan was already far away”.

The author with own symbolic language describes the reality of the Eastern and Western struggle in the background of train and caravan. Internal hesitations and excitations of the hero who looks at remoteness of caravan through the “train window” is a symbolic expression of protest alarms arising from watching the loss of the past and reputation of an Asian “taken to the European train” in the “horizons”. Asian and European conflict, comparisons, judgments,

confessions are described throughout the work or in the plot with different details, symbolic meaning or as a personal opinion of the novel's heroes. A philosophical monology dominating the general mood of the work manifests themselves more clearly at those moments. Discussion of this matter among the heroes from different relations, cultures is presented in novel with more visible sense as well as in ethical and philosophical forms of the areal residents. In the scene where the rest of aristocratic society of each three nation around one table is described near the Spring Isa in Shusha, the author talks about the exchange of ideas about Asia and Europe: "Dadiani looked at me thoughtfully:

– You have the soul of a desert man. Maybe that is one real division between men: wood men and desert men. The Orient's dry intoxication comes from the desert. Hot wind and hot sand make men drunk. The world is simple and without problems. The woods are full of questions. Only the desert does not ask, does not give and does not promise anything. But the fire of soul comes from the wood. The desert man-I can see him-has but one face, and knows but one truth, and that truth fulfils him. The woodman has many faces. The fanatic come from the desert, the creator from the woods. Maybe that is the main difference between East and West.

– "That's why we Armenians and Georgians love the wood" Melik Nachararyan interrupted, a fat man from one of the noblest Armenian families. He had protruding eyes, bushy eyebrows and was inclined to philosophy and drinking. He drank to me and cried:

– "Ali Khan! Eagles come from the mountains, tigers from the jungle. What comes from the desert?"

– "Lions and warriors," I answered and Nino clapped her hands happily.

In fact, the author shows ironic attitude to the situation of our neighbours who try to join the Christian's Europe within the different Christian community and who in fact unfamiliar with Europe. "I admired my father's and my uncle's elegance as I often had before. Without moving their left hands at all they tore off large pieces of black bread, formed them into cones and lifted them to the mouth. With exemplary grace my uncle put two fingers and the thumb of his right hand into the greasy streaming rice, took some of it, squeezed it into a ball and put this into mouth without losing a single grain.

"Why are the Russians so conceited about their art of eating with knife and fork? Even the most stupid person can learn this within a month. I eat quite easily with knife and fork and know how to behave at a European table. But even though I am already eighteen, I cannot eat with complete aristocratic grace, as my father and my uncle do. In the Kipiani's house they always eat at table, the European way. Nino is horrified at the thought of my sitting on the floor, eating with my hand. She forgets that her own father was already twenty years old when he took his fist fork into his hand".

From the beginning of novel Eastern and Western, Asian and European conflict is investigated in terms of all aspects and analyzed at the junction of the modern actual events, both of historical excursion and psychological and philosophical aspects. A reality is looked over in the literary plan of each moment. What the lessons of the near and distant past gave to and took from the East, Asia, Azerbaijan, Baku combining in itself the specific features of the East and West, Asia and Europe are masterfully described in artistic form. By the way, it worth mentioning that, at the beginning of the XX century, exotic style adventure novels of which subject taken from the Eastern life were popular in Europe. Such works with adventurer and charismatic heroes attracting European reader as well as with variety of artistry of the romantic irony became the "breadfruit" of many European writers. Although the novel "Ali and Nino" of which original is not available in our hands, reflects some characteristics of such novels, take the higher place than the European novels due to more closeness to the reality and by the intervention with the historical events in some points.

Events happening around Baku in the novel can be divided in two parts from historical point of view. Historical events of the far and relatively near past provided in different situation by Ali Khan-hero of the novel. Ali Khan who directly took part in writing the glorious pages of Motherland history, a representative of the Shirvanshirler descendent differs from foregoers by his modern outlook, intelligence, abilities, proper assessment of events, coming to correct conclusions and carry out policies. New generation-soldiering coming from the root, fighting ability became rich with strategy, leadership, polyglotism, higher mental abilities in the image of Ali Khan.

One of the best qualities of Ali Khan is ability of coming to the right conclusion and making a right decision among the events that occur. It should be pointed out that, all the heroes of the novel, are presented as persons who able to set the objective in life, intelligent, purposeful images with noble qualities regardless of their character. Helpless, ignorant persons, coming from the bottom of life, living with daily life and deprived of the greatest desires are not found among these images. In the novel a reader mainly gets acquainted with the heroes who know a friend as a friend and enemy as an enemy, trying to realize the promise of future hoping to the tomorrow in today's life. As to Ali Khan, the future life will be independent – life of the Motherland with fair statehood and each token of the life shall be a part of this future. As Ali Khan, the square in front of the castle walls is significant part of the native land and at the same time is the honour square where the head of General Zizianashvili-who occupied the city as an enemy, being on his horse was cut and this honour to be protected. Ali Khan's education and bringing is based on prioritizing the Land of all the boons and its life law for him who cannot be breached. Ali Khan always remembers the instructive history events: "Then my forefather Ibrahim Shirvanshir drew a big crooked dagger and gave it to Lord Hassan Kuli Khan. Hassan Khuli Khan took the dagger and slowly cut Prince Zizianashvili's throat. Blood spurted on his robe, but he went on cutting, till the Prince's head was in his hand. But the Czar decided to avenge the murder. He sent an army against Baku...When the Czar's soldiers climbed over the wall Hassan Kuli Khan fled through an underground passage to the sea and from there to Persia. Before he entered the underground passage he wrote on the door a single but very wise sentence: "He who thinks of tomorrow can never be brave".

In the background of Ali Khan image, the author brings the essence of the work's idea, the boundaries of and differences between the East and West, Asia and Europe part by part and with patience belonging to the Easterners. Along with the East's hot nature and passion, Ali Khan also reflects wisdom, patience, bellicosity, intransigence, determination to fight for the right. He manages to evaluate the generality and globalism of the events happening around as well as live in terms of modernity. In one words, the author could realize his artistic ideal "modern Asian" with the image of Ali Khan. "The victory was due, not so much to the bravery of the Russian troops, as to the technical superiority of Madatov's guns. The outcome of the Russians victory was the "peace treaty of Turkmentshai", at which the Persians had to agree to pay a tribute, the exaction of which devastated five provinces.

With this I threw away my "passed with honours." I should have said: "The victory was due to the Russian's great courage, with which they forced the enemy though eight times, their strength, to flee. The result of the victory was the peace treaty of Turkmentshai, on the strength of which became possible for Persia to make contact with Western culture and Western markets". But I did not mind-my forefather's honour meant just as much to me as the difference between "passed with honours" and "passed".

The main issue is that Ali Khan wisely approaches to the historical events that he witnessed. Of course, a description of the socio-political events happened in Azerbaijan as well as in the world in 1917–1920, and relation principles to the events give information on the writer's position, and the version of that the author of work is Azerbaijani in terms of emotional attitude to the events prove itself once again. Ali Khan endures all accusations patiently when his friends even his father met by surprise and amazement his refusal to participate in battles when the war began in Russia, he approached farsighted to the events by saying “it is not my war yet”. Notwithstanding that view of world war which followed each other created bitter impression, he before everyone realized that the real struggle is waiting for them in the future.

“Camels came into town from the desert, with long sad steps, carrying sand in their yellow hair, looking far into the distance, with eyes that had seen eternity. They were carrying guns on their humps, the barrels hanging down their sides, crates with ammunition and guns: loot from the big battles. Turkish prisoners of war in their grey uniforms were marched through the town, tattered and bruised. When they came to the sea, little steamboats took them to the Island of Nargin, where they die of diarrhoea, hunger or homesickness. If they escaped they die in Persia's salt deserts, or in the leaden waters of the Caspian Sea. The war, which had begun so far away, had suddenly come close to us. Trains full of wounded arrived from the west.

The Czar dismissed his uncle and was now himself leading his ten-million-strong army. The uncle now reigned over Caucasia, and his immense dark shadow lay heavy on our country. Grand Duke Nikolai Nikolayevitch! His long bony hand reached down even into the heart of Anatolia.

Maximum proximity of the scenes related with the war to the real historical events in the work draws attention. The great reality is that Muslim-Turkish massacres committed by the Armenian and Russian armies are reflected there. Although the members of Armenian "Dashnaksutyun" party treated with aversion to the Russian Bolsheviks, but they joined with them to annihilate the Turkish-Muslim population, the mass murder of weaponless Azerbaijanis in Baku streets, especially in the square in front of the castle walls, close combats is described in so vivid and outstanding that the writer cannot describe so accurately terrible events in Baku if he was not witnessed that moments. The remaining documents, photos, memories of the people (*Muradzadeh, 1996*) (especially Bakuvian immigrants) who were the witness of events, documentary works show that the events described in the “Ali and Nino” are in tune with the Genocide committed in March 1918 in Baku (*Baykov, 1922*). It is shown in the work that Baku citizens, especially youths gathered at the “Islamiyya” announced that there is a threat and they decided that way out from this dangerous situation is only possible by fight. Actually Ter-Mikaeliants, the former head of Baku city coming to the meeting held in the building of the Islamic charity organization at that time, stated on behalf of the Armenian National Council and "Dashnaksutyun" party that if Muslims will speak out against the Bolsheviks Armenians would join them and will help to the expulsion of the Bolsheviks from Baku. On March 18, early in the morning (in modern style on March 31 – A.I.) attacks began in the Muslims living part of the city. Muslims who believed in the false promises of Armenians could not determine what is happening in the city” (*Isgandarli, 2012*).

Armenian treachery, which is known from history reflected in the work of in some moments depending on the situation and Armenian position to the genocide committed in Baku is shown on the historical reality. “Russian deserts of all political parties are camping around Baku, armed and lusting for loot. There is only one Mohammedan military formation in town: we, the “Wild Division Volunteers. We are fewer than the Russians, and we have fewer weapons. The second military formation in our town is the Military Association of the

Armenian Nationalist Party Dashnaksutyun. Stepa Lalai and Andronik are the leaders, and they have approached us. They are forming an army composed of the Armenians living here, and they want to take this army back to Karabagh and Armenia. We have agreed to the formation of this army and their exodus to Armenia. Therefore the Armenians will, together with us, offer an ultimatum to the Russians. We demand that no more Russian soldiers and refugees should be passed through our town. If the Russians reject our ultimatum, we can, together with the Armenians, get what we want by military means". Painful page in history, drowning of Turkish-Muslim population in blood for the next time by Armenian treachery was written in a very consistent way in the work. An interesting aspect is that the possibility of Armenians' betrayal in such a case is stated on behalf of Syed Mustafa and this warning is expressed very clearly the characterization of "proven" allies in many cases. "Who is the leader of the Armenian troops? Stepa Lalai! I know him. In 1905 his parents were killed by Mohammedans. How can he ever forget that? And I don't believe that the Armenians will fight with us against the Russians anyway. Who are these Russians? Just rabble, anarchist robbers. Their leader's name is Stephan Shaumian, and he too is an Armenian. Armenian anarchists and Armenian Nationalist will make friends much quicker than Mohammedan Nationalists and Armenian Nationalist".

Historical events such as acquisition of independence of Azerbaijan, coming of Ottoman army to help of Azerbaijan, release of the territory of Azerbaijan from Armenian-Russian military units from city to city, village to village under the leadership of Nuru Pasha and coming to Ganja and Baku, the liberation of Baku is fictionalized as a Ali Khan's observation in the work. Ultimately, fall of patriotic Ali Khan into position within the within the young, sovereign government of the Republic of Azerbaijan and his sincerely endeavour in the development of social and political events for the prosperity of the Motherland found its artistic expression very clearly. One of the best virtues of the work is the creation of prototypes of many social and political figures of the period, Fatali Khan Khoylu, Musa Naghiyev, son of H.Z. Taghiyev, Mirza and Ali Asadullayev brothers and interesting and distinctive character of others.

Notwithstanding that final decision on the literary quality and identity of the author of "Ali and Nino" novel has not made in our literary criticism, this novel, although its name was not even mentioned, investigated sufficiently in the articles and research papers in many reliable sources (for example: "Azerbaijan Democratic Republic" (literature, language, culture creative), Baku, 1998) related to the history of literature. But, in a study of many problems of our historiography, especially in the investigation of the ADR events, playing of this work a role as a source is undeniable.

On the other hand involvements of this work to the scientific and theoretical view of our historiography would allow the formation of specific and accurate opinion on the novel.

Social and political landscape of Azerbaijan Democratic Republic which gained independence and should steps to strengthen for standing great difficulties exams is described in the person of Ali khan. "The new flag was fluttering on the old Governor's Palace, and Parliament assembled in our school. The old town seemed to have turned its everyday life into a fancy dress party. Feth Ali Khan, the solicitor, was the new Prime Minister, and made laws and gave orders. Mirza Assadullah, the brother of that Assadullah who wanted to kill all Russians, was Foreign Minister and signed treaties with our neighbouring countries (The author made errors here; Mirza Asadulla was not a Minister of Foreign Affairs in the Republic period – S.A.). I became enthusiastic about the transformation of our country. The unaccustomed feeling of political independence stirred me profoundly and I loved the new coat of arms, the uniforms and laws. For the first time in my life I was really at home in my own country."

Ali Khan, living with the joy of the independence of young Republic and working in the position of the Minister of Foreign Affairs, consciously realizes that situation of the country is still in danger and endless wars can cause great changes to his country. Investigation of the real situation in the initial phase of Azerbaijan Republic in the person of Ali Khan, who has perfect military and political knowledge, could be helpful to our historiography for the restoration of concrete objective situation of that time. When Ali Khan hears that our army which is not perfect yet, is sent to the southern borders by the order of Secretary of War he far-sightedly warns that troops leaving of Baku city could be danger and the biggest threat is expected from the north and subsequent events proved that he was right in his opinion. Historical documents also indicate that the events described in this direction in the work were right. "So the English regiments went, the streets were full of festive flags, our troops marched to the Armenian border, and in Jalama, our station at the Russian border, only a border control and a few Civil Servants remained. We at the Ministry started working on the treaties with both Red and White Russians." Or: "Inside the political parties were quarrelling, and in the suburbs the Russian workers threatened to strike if the government would not allow oil exports to Russia." And so on.

Notwithstanding that national issues, specific features of particular nation are not talked about in the work, but decent impression is created on the reader about the nation which represented by a faceless character as Nacharyan. Feigner affection of Armenian character is expressed in the first part of the work in the satirical and ironic plan during the visit of Ali Khan to Karabakh. "Only yesterday a fat Armenian tried to tell me that the Christian Maras Church in Shusha was five thousand years old. "Don't tell me such tall stories," I told him. "The Christian Faith is not yet two thousand years old. They cannot have built a Christian church before Christianity was even thought of." The fat man was very hurt and said reproachfully: "You are, of course, an educated man. But let an old man tell you: The Christian Faith may be only two thousand years old in other countries. But to us, the people of Karabagh, the Saviour showed the light three thousand years before the others. That's how it is."

– "But which religion will our children be belonged, Ali Khan?"

– They will be belonged to the best and pure religion, Nino!" – will be performed as charged to the claims of those who want to outline the borders of the greatest love given by the God to humanity.

3. Conclusions

The principal character of novel describes the environment of its period, Baku and Icharishar of 1917–1920 with such reality, plenty of color and the exact details that the reader sees itself as a direct participant of the events. To know the author of this work having high artistic qualities and again meet with it in its private literary – poetry environment is the right desire of reader from any point of view. But unfortunately, unanswered questions around the author of the work and the issues that seem to be impossible to solve them still don't allow it.

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XVIII CENTURY AZERBAIJAN HISTORICAL REALITY AND LITERATURE

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Summary

Throughout the entire history of mankind, literature has been a fact of the time of its creation. When we look at the issue both in a universal context and in a local one, we see approximately the same picture. Just as Homer is a fact of ancient Greece, the work of the genius Azerbaijani poet Nizami Ganjavi of the 12th century is considered to be the fact of the mighty Seljuk Empire, the state of the Atabays of Azerbaijan. Khagani Shirvani's literary heritage, dominated by rebellious and grievous motives, was a literary phenomenon caused by the state of the Shirvanshahs, the Akhsitan dynasty. The invasion of the Mongols, the invasion of Emir Timur, the period-specific manifestations of discontent against oppression and slavery, the spread of philanthropy and the phenomenon of Imadaddin Nasimi.. The work of Alishir Navai, the Uzbek-Chagatai poet and statesman of the 15th century, the author of the first "Khamsa" in Turkic, and the great Turkic culture, which was called the Timurid renaissance, were echoes of Huseyn Baygara's rule which lasted 37 years, in culture, science and literature. The establishment of the Safavid state of Azerbaijan in the XVI century and the fact that Azerbaijan remained the "*metropolis and central province of the state*" (Efendiyev, 2007: 11) throughout the century, the domestic and foreign policy has had a direct impact on the change of the direction of literature. The biggest event was the stabilization of the tradition of writing in the Azerbaijani language, the preference for the folk language, and the rapid development of ashug poetry. If in the literature of three centuries ago there was a palace splendor, then in the poetry of this period there is already a roar of battlefields, heroic motives surpass love poems, ashug poetry, which is closer to the people, and therefore has a lot of influence and propaganda power. The 18th century Azerbaijani literature is also a "mirror that shows the straight and the crooked" of its time. The article examines the most important events in the history of Azerbaijan of the XVIII century, their influence on the development of literature and features of their reflection in artistic works.

Key words: literature, history, literary process, reality, artistic embodiment.

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1. Introduction

It is culture, especially literature, that is the clearest and truest mirror of the greatness or, conversely, the weakening of the state that existed in any era. In general, it can be concluded that during the periods when the state and statehood were strong, culture and literature continued to develop on an upward line. In the 17th century, which is the period after the vigorous awakening and development observed in various fields of science and culture: in muralism, in painting, in miniature art, in handicrafts, in fiction, in folklore creation in the 16th century, as if a period of silence begins, and the renewals in mentality and thought created by the change of historical conditions prepare the literature of the 18th century. Literature again reflects the

historical reality of its time. XVIII century is one of the crisis periods in the history of Azerbaijan. The century in the history of Azerbaijan begins with the decline of the Safavid state, the weakening of the central government, the occupation of the southern and southwestern territories of the country, the expansion of the Russian tsarism's invasion plans for the provinces along the Caspian Sea, the Iranian-Ottoman wars and popular uprisings in the territory of Azerbaijan.

“The history of Azerbaijan in the second half of the 18th century consists of the history of independent and semi-dependent state institutions – khanates. Since the khanates in the territory of Azerbaijan were formed mainly in the struggle against Iranian domination, their socio-economic and political conditions were general in nature. However, the formation of khanates differed from each other in form” (History of Azerbaijan, 2007: 370).

2. Main text

The weakening of the central government, the actual collapse of the state with the murder of Nadir Shah in 1747, the country's division into khanates, attempts to create a unified Azerbaijan, endless internal strife between local feudal lords, and the manifestation of discontent among the masses of the people in the form of uprisings, which was most affected by the economic and social crisis caused by all this, etc. change the entire system of government, the way of life, as well as the literary taste, requirements, subject and pictorial features of the time. In our literature, the creation of a masnavi poem with a branched plot line, which began with Khagani Shirvani's “Tohfatul-Iraqeyin”, reached its peak with Nizami Ganjavi's “Khamsa”, and was permeated with lyrical-psychological, mystical-philosophical shades by the poetry of Mahammad Fuzuli, was completed by Fedai's “Bakhtiyarname” and “Varga and Gulsha” by Masihi. Already in the new era, there is an increasing interest in small-volume, fast-spreading works – mukhammas, which describe current events.

English writer and orientalist Edward Brown, like other Western historians and orientalists, wrongly called the Safavid state the Iranian state, and the literature created in these areas as Iranian literature, but he generally correctly evaluated the literature that existed in this geography in the 18th century. Historian scholar Rahima Dadashova writes in her work “The last period of the Safavids (in English historiography)” while commenting on the views of the English author: *“Brown characterizes the 18th century as “the most unproductive period in the entire history of Iran” in terms of the development of literature. As it is known, “the stagnation in Iranian literature that began in the 16th century continued until the middle of the 19th century” (Dadashova, 2003: 307–308).*

But the harmony in the general development regularities also manifests itself here: the decline and fall of one stage becomes the beginning of another, and the intellectual, mental transformations, pictorial transformations in the literature of the XVIII century are preparing for the XIX century, which opened a new era in literary and cultural life.

In general, the general picture of Azerbaijani science, culture and literature of the XVIII century shows that there is a flow towards nationalization in all areas. It should be noted that the main directions of literary and artistic development of the period were mentioned in a number of studies. In this regard, Hamid Arasli's “History of 17th–18th Century Azerbaijani Literature” (Baku: 1956), Araz Dadashzade's “18th Century Azerbaijani Lyric” (Baku: 1980), Alyar Safarli's “17th–18th Century Azerbaijani Epic Poetry” (Baku: 1982), Nizami Jafarov's “History of the Nationalization of Azerbaijani Turkish” (Baku: 1995), Tahmina Badalova's “Life and Creativity of Mahjur Shirvani” (dissertation submitted for the degree of PhD in philology,

Ganja: 2003) and a number of other monographs and works have addressed the problem to one degree or another. Therefore, we will focus on the main factors that determine the inevitability of the emerging new creative direction – early realism, noting the most characteristic features of the general flow.

Like all moral values, literature also develops on the heritage that preceded it. No matter how much it is updated and changed, it is impossible to break away from the already stabilized strong traditions, of course, and it is not true at all. The 18th century Azerbaijani literature was also connected to tradition, and although the influence, research, promotion, and continuation of the principles of the heritage before it were of particular importance, new trends were also evident. In order to clearly see the principles of interpenetration of tradition and innovation, mutual enrichment of each other, to be able to trace the dynamism of the processes realized in the Azerbaijani literature in the mentioned century, there is a need to briefly follow the path of development of Azerbaijani poetry-the leading branch of classical Eastern literature.

The choice of the subject of Azerbaijani literature, which has been a school of perfection since its inception and whose main idea is the spiritual exaltation of man, mainly served this purpose. That is, at the stage of the ancient and Middle Ages, the main function of the literary text was to instill in readers in beautiful language the principle of love for God and his creations. Since it reflects the parallel directions of creativity – God and man, man and man, the text and its structural components are multi-layered, linguistic secrecy attracts attention as the main feature. Corresponding member of ANAS, Yashar Garayev, made an interesting comparison between Eastern and Western thought and thinking in terms of these relations and their forms of manifestation in fiction: *“Humanizing Gods, turning them into real people was typical for Greek thinking, as well as for Greek tragedy. And even more so in the East, they have turned people into Gods. This aspect in itself makes a lot of sense: the path from Gods to humans is the path to real worldly activity, whereas the path from humans to Gods is more of an inner, spiritual path of evolution. And the perception of moral and ethical evolution as a high stage naturally results in the consideration of real-world contradictions”* (Garayev, 1965: 20).

At the beginning of each new era, the Azerbaijani artistic idea, which in principle did not deviate from its main path, entered the next stage of the methods of reflecting the realities of life and reality, dictated by historical circumstances. That is, the dynamics of this change was actually very natural. If a few hundred years ago, literature, whose ultimate goal is human happiness, and its creative methods, genres, etc., sent Alexander on a journey to the world of darkness to search for the water of life in order to show the way to find this happiness a few hundred years ago, and if it presented it in a long and complicated plot line, the person living in the 18th century, struggling with life, would no longer believe in these “tales”. It was necessary to overthrow the tyranny and show him a more real and realistic way to achieve the life he dreamed of. This could be the physical defeat of oppression and the oppressor. Because the people of the time demanded it. Although it is often disagreed, there is some truth in this view that at all times literature was written to be read and appreciated. That is, it served the interests of the man of the time. It is undeniable that propaganda through art, through the word, is the most contagious, effective and long-lasting. The main difference between literature and other types of art is that literature fulfills its aesthetic task in all periods (with minor exceptions) and also carries a great social burden.

Just like the social formations, the methods of artistic creation also have common features in different geographies and peoples following the same or similar historical development path, as well as identical qualities derived from local values. Folklore, and later classical divan poetry, which formed the basis of Azerbaijani literary and artistic thought, had a very strong

basis, its own principles of description, genres, themes, fixed poetic description and means of expression. That is why inheritance, relationships between generations, predecessor-successor relations have been very strong in the literature of most Eastern nations. It is no coincidence that the tradition of creating “Khamasa” and writing works on “Khamasa”, which was founded by Nizami Ganjavi in the 12th century, determined the main theme and idea direction of the literature of the Near and Middle Eastern peoples until the end of the 18th century. Yevgeny Bertels, corresponding member of the Academy of Sciences of the USSR, writes that “*if we want to count only the names of writers who imitated Nizami, then we would have to interpret the entire history of the literature of the peoples of the Middle East*” (Bertels, 1940: 144). The tradition has been so continuous and strong that even two genius artists of the 20th century, such as Samad Vurgun and Nazim Hikmet, addressed Nizami's themes and wrote the works “Farhad and Shirin” and “Legend of Love” based on the motifs of the poet's poem “Khosrov and Shirin”.

The continuity of the tradition is not only in terms of the subject, but also in the more sensitive and changing and renewal processes, such as language, meter-measure, lexical units, expression and idiom, etc., which are the main “instruments” of artistic science.

After the stage of Ancient all – Turkic monuments-“Orkhon-Yenisei” inscriptions, Uyghur writings, the spread of Islam, and with it the Arabic language and culture in this geography had a significant impact on the character of literature. Over the next long centuries, the influence of Arab culture, religion and language in Azerbaijani literature was leading for a long time, becoming traditional and manifested in the search for topics, the choice of patterns of content and form.

In the history of the development of Azerbaijani written fiction, the creativity of Arabic-speaking scientists and poets constitutes a separate stage. There is no need to dwell on it here, as their life and activities are examined in the valuable research of Professor Malik Mahmudov. From the twelfth century onwards, under the direct influence of the state administration system of the Seljuks, the Persian language finds a wide path to the palace and Turkish sultans, who patronized the literature in this language in such a rapid development of the Persian literary and artistic language and dozens of Azerbaijani wordsmiths such as Mahsati Ganjavi, Abul Ala Ganjavi, Khagani Shirvani, Nizami Ganjavi, each of whom created a stage and a literary school in Persian-language literature had a great role. It is no coincidence that Jafar Jabbarli wrote in his article “The latest state of Azerbaijani Turkic literature” that “*the literature we see today in Persian is not separately Persian. As an unshakable pillar of it was formed by the Persian-written “masnavis” of great Turkish poets and philosophers such as Jalaladdin Rumi, even though they had written Persian in the general Iranian culture environment, their works were not imitated to Persian literature, maybe there are Azerbaijani Turkish writers like Nizami and Khagani who can be original and compete with the most powerful works of the most powerful Persian writers, and maybe even surpass many others, and for many others, in the opposite way, they will be imitated, and they should not be forgotten. Today, it is obvious that no matter how much the most powerful Persian poets tried to write a work like “Han ey, dili-ibretbin, ez dide nezer kon, han, eyvani-medainra ayineyi-ibret dan” written in Persian by an Azerbaijani Turkish poet, it is obvious that they have not written such an imitative poem until now*” (Jabbarli, 2005: 288). The influence of Azerbaijani literature, created in the Persian language, remained to a greater or lesser extent in separate periods until the 18th century. Along with language, literary laws, literary taste and other issues, the intricacies of classical Eastern poetic science were deeply mastered and it was even hegemonic in the samples created in the Azerbaijani Turkish language, which is based mainly on the art of harmony and touzi, whose

native meter is the syllable. Although Azerbaijani poets from time to time tried to bring a new atmosphere to poetry with the laws of eruz in the Turkish language and the expression of ready-made poetic images in the Turkish language, the “iron structure” of the ‘arūd, the completeness of the patterns and tagti, made the abundant use of Arabic-Persian words in the lyrics inevitable. Even Mahammad Fuzuli, as who “*serves in Turkic in ‘arūd*” (Omar Damirbagh), admitted that he sometimes faced difficulties:

*Ol sebebden farsi lefzile coxdur nezm kim,
Nezmi-nazik turk lefzile iken dushvar olur:
Lehceyi-turki qebuli-nezmi-terkib etmeyib,
Ekseren elfazi namerbutu nahemvar olur.
Mende tovfıq olsa, bu dushvari asan eylerem,
Novbahar olgac tikenden bergi-gul izhar olur. (Fuzuli, 2005: 362)*

Azerbaijani classic divan poetry is the voice of a great culture, and this culture played a great role in the formation of both literature and creative methods in it.

In the figurative expression of Yashar Garayev “*all our “isms” have been flown by a mother eagle from a single nest – classical poetry! In the West, in Europe, each of them had its own “starting ground” ... Therefore, in order to determine the right direction of the search for realism in Azerbaijan, it becomes necessary to widely consider the features of the Eastern style of poetic thinking*” (Garayev, 2015: 8).

The ghazals of the 18th century poet Izzaddin Hasanoglu known to us, in particular the Masnavi “Kitabi-Siratin-Nabi” found by Associate Professor Seyfaddin Altayli are among the first valuable examples of native Azerbaijani-Turkic literature, as well as the ghazals within masnavi are invaluable as early examples of native-language classical lyrics. Although the language of ghazals is naturally dominated by the Arabic-Persian lexicon, they do not have a heavy effect, as they are mixed with elements from “Book od Dede Gorgud” and other Turkic epics, as well as from the living folk spoken language.

*Ey yigitler serveri servi-revanım qandasın
Gel ki yolunda revan oldi revanım qandasın? (Altayli, 2019a: 13)*

Since language is like a living organism, it either excludes elements coming from outside or appropriates them and ensures that it obeys its own internal laws. Seyfəddin Altayli writes that “*the language of Hasanoglu's newly found 740-page book “Kitabi-Siratin-Nabi” masnavi is the language spoken in Azerbaijan today, and this work is an invaluable monument of the Oghuz Turkic language of the 13th century*” (Altayli, 2019b).

The creations of many artists who wrote and created in their native language during the five-century stage of Azerbaijani literature between the 13th and 18th centuries attract special attention: Imadaddin Nasimi, Shah Ismail Khatai, Kishvari, Gurbani, Hagiri Tabrizi, Mahammad Fuzuli, Govsi Tabrizi, Masihii, Fadaı Tabrizi and others... Preparations for the literary language of Azerbaijan, which became the most elegant in the 18th century, were made from previous centuries, and our writers melted Arabic and Persian words inside the Turkic language. There is no need to specifically mention them in detail here, since the work of each of the poets we have named is studied in independent studies. Let's just note that the study of our previously created literary heritage is very necessary in order to determine the path of development of Azerbaijani poetry before the 18th century and from what source it came.

From all this, it is concluded that literature is directly related to the history of the nation, the processes taking place in its social and political life, and in this regard, Azerbaijani literature is an integral part of our national history and a reliable source.

Although there are small exceptions (for example, Khagani Shirvani's "Habsiyya", Mahammad Fuzuli's "Shikayatname", etc.), until the 18th century, literature did not directly and openly react to the events taking place in society, expressed its attitude to historical-legendary topics, historical figures who lived in the past (for example, Harun al-Rashid, Sultan Sanjar, Suleyman the Prophet and others), and during the rule of the Timurids (let's remember the reasons for the emergence of Hurufism, the Naimi school), it was more by referring to symbols, or through symbols and allegories (for example "Bengu Bade" by Mahammad Fuzuli). It is in the 18th century that Azerbaijani literature becomes a "mirror" of history, historical verses are created, and the literary text attracts attention as a historical source. In the words of Academician Isa Habibbeyli, *"Since the 17th century, a new process began in Azerbaijani literature from lyrical-romantic chanting to life, presentation of reality. Thus, Azerbaijani literature entered a new stage in the 18th century"* (Habibbeyli, 2019: 210–211).

However, of course, the transition to a new stage did not happen by leaps and bounds, but was realized by the natural development of the literary process. The most important feature of Eastern literature, including Azerbaijani literature of the 17th century, is the widespread use of the so-called sebki-hindi style, which is characterized by giving meaning by mysterious, difficult to understand, unusual comparisons and allusions. The predominance of meaning over words, extreme dreaminess, the predominance of agony-laden verse, the abundance of exaggeration and contrasts, etc. qualities are the main distinguishing features of the style of sebki-hindi. However, sometimes the secrecy of meaning, the depth of imagination, and the complexity of expression ultimately led to the misunderstanding of the poets who wrote in the sebki-hindi style. Turkish scholar Shener Demirel writes in his article about the styles and styles in the 17th century Turkish poetry: *"In sebki-hindi, more importance is given to replacing the mind with imagination and the use of dreams instead of reality. Although this feature has caused the poetry to be difficult to understand, the representatives of sebki-hindi have not given up on the subtlety of their thoughts and dreams and bringing them forward. Undoubtedly, when the depth of imagination was applied with such subtle meanings, couplets became incomprehensible, and as a result, the sebki-hindi poets were accused of incomprehensibility"* (Demirel, 2009: 288). It should be noted that in the 17th century, Turkish literature produced lyricists such as Nafi, Naili, Neshati, who wrote in the style of sebki-hindi, and Sheikh Galib in the 18th century. The most prominent representative of this style in Azerbaijani literature was Saib Tabrizi. This new style was actually an attempt to move away from traditionalism in creative pursuits. If in the classical tradition the tradition of chanting through sacred poetic figures was widely manifested, then the artists who wrote and created in the Indian style tried to go beyond these molds, trying to create elements of images and chants that did not exist before them.

In the 18th century Azerbaijani poetry, the influence of sebki-hindi is weakening, and here mainly two branches – classical style of poetry and folk poetry – mainly walk side by side, in different regions, in the creativity of different poets, sometimes this and sometimes another style prevails. The artists who wrote and created in the classical style were the followers of the Fuzuli literary school, which kept our literature under its influence for many centuries. Associate professor Aynura Mahmudova also notes that *"Nishat Shirvani, Agha Masih Shirvani, Arif Shirvani, among the poets who continued the traditions of the Fuzuli literary school of the 18th century, tried to keep the Fuzuli traditions alive in their works and give them new colors and shades"* (Mahmudova, 2019: 167). The names of Tasir Tabrizi, Arif Tabrizi, Malali and

other poets can be added to this list. Even in the works of Molla Veli Vidadi and Molla Panah Vagif, the most prominent representative of early realism, the breath of Fuzuli literary school can be felt. This was also mentioned in the work of Academician Hamid Arasli "History of Azerbaijani literature of the 17th–18th centuries (*Arasli, 1956*). However, no matter how much the new "colors and shades" added to the tradition by the above-mentioned artists "try to keep" the lyrics of the time, and as Ibn Rashig, one of the prominent scholars of Arabic poetic science of the 11th century, said, although each ancient poet was new for his time compared to his predecessors (*Badalova, 2011: 87*), the literary school in question was already experiencing a period of crisis in the 18th century and as if in the saying "the darkest moment of the night is the moment before the earth turns white", a wake-up and a shake-up was inevitable in literature and poetry. This situation, which arose in the classical style branch of Azerbaijani poetry in the 17th–18th centuries, was most clearly described by the outstanding writer Jafar Jabbarli in his article "About Mirza Fatali Akhundzade". After appreciating the genius of Fuzuli, the writer writes: "*But at the same time, his (Fuzuli's – A.F.) genius fell on the development of Azeri (Azerbaijani – A.F.) literature like a heavy burden, and began to crush it under its own weight. ... One ghazal of Fuzuli became a source of inspiration for hundreds of poets, poets tried to make their poems similar to it. Writing ghazals like "Fuzuli" has been the ideal of poets. Similes and the takhmis were making their way. Literature has lost its normal path, it is falling on Fuzuli's head in a roundabout way, it didn't even know where it was going. Fuzuli was such a spell that our literature did not go out of it even a single step and did not change to a new form for many years*" (*Jabbarli, 2005: 237–238*). By the way, let's say that the issue of literary influence is one of the problems that have been considered relevant in recent years. American historian and cultural theorist, as well as literary critic Bloom Harold, when talking about the issues of literary influence, which he often expresses with the word "shadow" (for example, in the shadow of Milton) in his work "The Anxiety of Influence. A Theory of Poetry", when expressing his attitude to traditional ideas about the role of another poet in the formation of a poet, he opposes the opinions of world authors: "*Shelley thought that poets in all ages contributed to the Great Poem, which was always being written. Borges notes that poets create their predecessors. As Elliot insists, if dead poets determine the progress of their followers in cognition, then this cognition created by the living for the satisfaction of the needs of the living is already the work of the followers*" (*Bloom, 1998: 23*). Thus, if we look at the binary philosophical view, literary influence also has two opposite ends, positive and negative, and extreme traditionalism in 18th century Azerbaijani literature already aggravated the negative branch of balance, and the literary process was doomed to erasure and renewal in order to save itself.

3. Conclusions

Although the trends of innovation in literature, including poetry, are usually a literary phenomenon manifested in the individual styles of artists, this trend is able to become an event only when it is felt in the entire literary environment, taking on a large scale. The trends of renewal in 18th century poetry were striking as an event that enveloped the entire literary world, both in content and form. It was no coincidence that the classical romantic tradition or the Fuzuli literary school gradually lost its power in the literary environment. Because in the 18th century, as in the classical stage, the socio-political situation in Azerbaijan was not stable, and literature began to inevitably become an integral part of political life, to catch its pulse. The "literary comfort" of the 16th and 17th centuries had already begun to shake in the 18th century,

which was a period of political and social unrest. The fate of the Azerbaijani people and state was, of course, one of the issues that worried poets and wordsmiths, and many historical verses written in the 18th century indicated precisely that tension and instability. And all these in a chain order first changed the mentality, the manifestation of this changing mentality through art in literature inevitably led to a change in the creative method, the emergence and formation of early realism in Azerbaijani literature.

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PECULIARITIES OF TEACHING ENGLISH TO ADULTS

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Summary

Teaching English to adults presents a unique and captivating challenge distinct from instructing children or teenagers. Adults bring diverse backgrounds, motivations, and learning styles to language acquisition, making it essential for educators to adapt their approaches. Motivation is a key factor in adult learning, with adults often choosing to learn English for specific reasons such as career advancement or travel. While many adults urgently need English for international communication, they may face challenges due to prior unsuccessful learning experiences.

The concept of "andragogy" emphasizes the practical orientation of adult learning, independent work, and the student's leading role in achieving specific goals. Notable psychologists like Carl Rogers stress the importance of relevance, preserving identity, involving the whole person, and encouraging self-criticism in successful adult learning.

Ukrainian psychologists and scientists, including O. Tarnopolsky, M. Kushnirov, O. Palii, and T. Besarab, have explored the peculiarities of teaching English to adults. They highlight variations in language proficiency, goals, and learning styles among adult learners, advocating for individualization of training to cater to diverse needs. The time constraints of adults necessitate flexible schedules and the option for online learning. Practical language usage in real situations is crucial for effective learning.

Key words: communication, intercultural exchange, skill development, adult learners, psychological factors, motivation.

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1. Introduction

Teaching English to adults is a fascinating and distinctive challenge, different from teaching kids or teenagers. Grown-ups bring their own experiences, motivations, and learning styles to the language-learning table. In this article, we explore the unique aspects of teaching English to adults and the effective strategies that can make the learning journey more engaging and successful.

Adults, unlike children, often have varied backgrounds, jobs, and life experiences. These differences can affect how they learn a new language. Recognizing and adapting to these diversities is key to being an effective English teacher for adults.

Motivation plays a crucial role in adult learning. Unlike children who may learn English as part of their school curriculum, adults often choose to learn for specific reasons, such as career advancement, travel, or personal growth. Understanding these motivations helps tailor teaching methods to better suit their goals.

A huge number of adults have an urgent need to learn English in order to become full partners in international communication and activity. However, it is adults who experience increased difficulties in learning English, which is most often explained by unsuccessful previous learning experience. Teaching adult audiences has a number of features, knowledge and consideration of which will help to effectively use methodological techniques and solve the problem of optimizing the educational process.

2. Analysis of research and publications

Teaching adults is very different from teaching children and teenagers. The definition “andragogy” was offered by the German historian A. Kapp in 1833. This is “one of the names of the pedagogical science, covering theoretical and practical problems of education, training and education of adults” (*Kapp, 1833*). Andragogy studies the features of perception and mastery of knowledge, formation of skills and abilities of adult students. The main principle of andragogy is the practical orientation of learning, the priority of the student’s independent work, his leading role in the learning process aimed at realizing a specific goal.

M. Knowles in 1975 in his book “Modern practice in adult education” discussed the basic principles of andragogy. The most general principles for organizing the adult learning process are as follows:

1. The main type of work of adult students is their independent work.
2. Learning activities are carried out together with other students. Students plan, implement and evaluate their work together.
3. Students’ work is based on their professional experience. They use the skills they have acquired in the field of their professional activities.
4. The training program is focused on the implementation of specific goals and objectives of students.
5. The program is built taking into account the level of training of students, their psycho-physiological and cognitive characteristics, as well as their professional experience.
6. The content, forms, methods and means of training, as well as methods for assessing results, correspond to the goals and objectives of training.
7. Education is built taking into account social, temporal, everyday factors and is focused on the student’s fulfillment of his social role.
8. The knowledge, skills and abilities acquired as a result of training can be immediately applied in practice.
9. The student is given a certain degree of freedom in choosing goals, content, forms, methods and means of teaching.
10. Formation of new educational needs among students.
11. Students learn consciously and understand the necessity of the actions they take (*Knowles, 1975*).

American psychologist Carl Rogers investigates adult learning and states that it is successful if:

- the subject of study is relevant;

- the identity of the student (his Self) is not threatened;
- the whole person is involved in learning;
- most of the learning is realized through practical activities;
- self-criticism and self-esteem are encouraged, which helps strengthen feelings of student's independence and self-confidence (*Rogers, 1969*).

The peculiarities of teaching English to adults are investigated by domestic psychologists and scientist (O. Tarnopolsky, M. Kushnirov, O. Palii, T. Besarab). They highlight that adults have different levels of language proficiency, learning goals, and learning styles. Individualization of training allows a teacher to take into account these differences and adapt the approach according to the needs of each student. Adults most often learn a foreign language for specific purposes, such as work, travel, education or cultural exchange. It is important to consider these goals when choosing content and teaching methods. Adult learners often have limited time to study because they can work or have family obligations. Schedule flexibility and the ability to study at home or online can be key factors for their success in learning. Practical usage of language in real situations is considered to be very important. The use of real scenarios and tasks can improve practical skills in using the language in various spheres of life.

3. Presentation of the main material

For a teacher, working with an adult audience is of great interest, since an adult, as a rule, is more motivated to study than a child or teenager. He wants to learn because he realizes the need to acquire new knowledge and the opportunity to apply it in one's professional activities. An adult has professional and life experience, and therefore your point of view. Adults have something to say and want to express their opinions. Adults strive to actively participate in the learning process, using their already acquired knowledge and experience. This gives the classes a lively, discussion-like character and makes them extremely exciting.

However, the teacher also has to deal with a number of problems. One of the main ones is the cognitive characteristics of perception, memorization and thinking of an adult. These processes in adults are less productive than in children or adolescents, especially in the evening, after a hard day at work.

In addition, life and professional experience can also play a negative role, since an adult has established mental models and behavioral habits. Stereotypes of thinking in his native language prevent him from assimilating the speech structures of a foreign language. This problem is especially often encountered by teachers working in groups of beginners, since these students have very little experience in learning a foreign language, and it is difficult for them to overcome stereotypes of thinking in Russian.

A big problem is the increasing workload of students at work, lack of time to complete homework and absence from classes. This problem is also especially relevant at the initial levels of education, when regular attendance at classes and homework are absolutely necessary.

Some psychological factors also complicate the learning process. Many adults experience learning difficulties because they are not ready to change their attitude towards learning, as they are still influenced by the educational system to which they are accustomed. Technical specialists especially suffer from this. In many of these universities, technocratic thinking and a focus on mastering ready-made knowledge still prevail, and the lecture form of classes is one of the main types of educational activities.

Teaching English to adult learners in non-linguistic universities involves employing methods that are tailored to their unique needs, motivations, and diverse backgrounds. Here are some effective teaching methods commonly used for adult learners in non-linguistic university settings:

1. Task-Based Learning (TBL): Task-based learning focuses on practical, real-life tasks that require language use. In non-linguistic universities, this could involve activities related to the specific field of study. For instance, business students might engage in case studies or report writing, while science students might work on research proposals or presentations in English.

2. Content-Based Instruction (CBI): Content-based instruction integrates language learning with subject matter content. In non-linguistic universities, this method involves teaching English through academic content relevant to the students' disciplines. This approach not only enhances language skills but also reinforces comprehension and communication within the context of their field of study.

3. Project-Based Learning (PBL): Project-based learning encourages collaborative work on extended projects. In non-linguistic universities, English language projects can be designed to align with the students' academic interests and career goals. These projects provide opportunities for research, critical thinking, and presentation skills development in English.

4. Flipped Classroom Approach: The flipped classroom model involves students engaging with course content outside of class and using class time for discussion, problem-solving, and application. This method allows adult learners in non-linguistic universities to access language materials at their own pace, providing more time for interactive language practice and application during class sessions.

5. Role-Play and Simulations: Adult learners benefit from role-playing scenarios and simulations that mimic real-world situations. This method helps them practice language in context, developing both their linguistic and interpersonal communication skills. In non-linguistic universities, role-playing can be adapted to industry-specific situations relevant to the students' fields.

6. Interactive and Communicative Approaches: Emphasizing interactive and communicative language activities is crucial for adult learners. Non-linguistic universities can integrate group discussions, debates, and problem-solving activities into English language instruction. These activities foster effective communication skills and encourage students to express complex ideas in English.

7. Technology Integration: Leveraging technology is essential in teaching English to adult learners in non-linguistic universities. Online platforms, multimedia resources, and language learning apps can be incorporated to provide additional learning materials, facilitate self-directed study, and offer opportunities for language practice outside the classroom.

8. Incorporating Authentic Materials: Using authentic materials such as academic articles, research papers, or industry-specific reports helps adult learners connect language learning to their academic and professional contexts. This method makes the learning experience more relevant and meaningful to non-linguistic university students.

9. Cultural Sensitivity and Awareness: Acknowledging and addressing cultural differences in language use is vital. In non-linguistic universities, understanding the cultural nuances within academic and professional contexts ensures that language instruction is not only linguistically accurate but also culturally appropriate.

10. Flexible and Tailored Approaches: Recognizing the individual needs and preferences of adult learners is crucial. Tailoring instruction to accommodate diverse learning styles, preferences, and proficiency levels ensures that the teaching methods resonate with the specific characteristics of non-linguistic university students.

4. Conclusions

In conclusion, teaching English to adults presents a multifaceted challenge that demands a nuanced and adaptive approach. The recognition of diverse backgrounds, motivations, and learning styles among adult learners underscores the need for individualization in teaching methodologies. Motivation, a pivotal aspect of adult learning, is often fueled by specific goals such as career advancement or personal growth.

The principles of andragogy, emphasizing practical orientation, independent work, and the student's active role, provide a solid foundation for effective adult education. Noteworthy contributions from psychologists like Carl Rogers further underscore the importance of relevance, personal identity preservation, and practical engagement in successful adult learning experiences.

Domestic researchers, such as O. Tarnopolsky, M. Kushnirov, O. Palii, and T. Besarab, have delved into the distinctive features of teaching English to adults, emphasizing the variability in language proficiency, learning goals, and styles. The flexibility in scheduling and the incorporation of real-life language scenarios are critical considerations for addressing the time constraints of adult learners.

In non-linguistic university settings, the implementation of tailored methodologies like Task-Based Learning, Content-Based Instruction, and Project-Based Learning proves effective. These approaches integrate language acquisition with academic content, fostering a deeper understanding and application of English within the context of students' disciplines.

The importance of technology integration, cultural sensitivity, and the acknowledgment of individual differences cannot be overstated. Acknowledging and accommodating the unique needs and preferences of adult learners contribute significantly to the success of English language instruction in non-linguistic university environments.

In essence, the key to effective teaching lies in a dynamic and responsive pedagogical approach that recognizes the diversity, motivations, and goals of adult learners. By embracing these principles and methodologies, educators can create an engaging and successful learning journey for adults seeking to acquire proficiency in the English language.

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MATHEMATICAL MODELING OF THE LEXICAL-SEMANTIC FIELD OF ANDREY SHEPTYTSKYI'S PASTORAL LETTERS USING MACHINE LEARNING ALGORITHMS

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Summary

This article explores the lexical and semantic field of Andrey Sheptytsky's pastoral letters using machine learning algorithms. To study the lexical and semantic field, such algorithms as Word2Vec, TF-IDF, CBOW, Bag-of-Words and Skip-Gram are used. The texts of this prominent figure are studied through the prism of modern methods of natural language processing, which allows for a more detailed identification of the peculiarities of their vocabulary and semantics. The article discusses the process of creating computer models for text analysis, as well as the use of machine learning algorithms for automatic processing and classification of lexical items in pastoral letters. The results obtained allow us to better understand the specifics of the author's language and mentality, as well as to identify patterns in the use of relevant words and expressions in his work. This work opens up new possibilities for the study of pastoral texts and deepening our understanding of their semantic properties.

Key words: pastoral letters, lexical and semantic field, machine learning, Word2Vec, text processing, NLP, TF-IDF, CBOW, Bag-of-Words, Skip-Gram.

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1. Introduction

Pastoral letters reflect an important aspect of the spiritual, social and cultural heritage that is of significance to both religious communities and society as a whole. A special place among them is occupied by Andrey Sheptytsky's letters, which are notable not only for their high moral authority but also for their relevance and depth of wisdom.

In the world of modern research in the field of linguistics and natural language processing, there is a great need to use mathematical models and machine learning algorithms to analyse texts and identify their lexical and semantic features. However, to date, research on mathematical modelling of pastoral letters remains limited.

This article aims to fill this gap by applying machine learning algorithms to the analysis of Andrey Sheptytsky's pastoral letters. We aim to use modern methods of computational linguistics to reveal the internal structure and semantic properties of these texts. The presentation of mathematical models of the lexical and semantic field will help not only to better understand the content and context of the pastoral letters, but also to reveal their significance in shaping cultural discourse and moral and ethical values.

2. Text pre-processing methods

Text preprocessing is the task of transforming raw data into well-defined knowledge. The main operations of text pre-processing can be divided into the following stages:

Text preprocessing.

- **Tokenisation:** the process of breaking down a stream of textual content into words, terms, symbols, or other meaningful elements called tokens. Filtering (stop words) removes unnecessary information, including prepositions, articles, conjunctions, etc.

- **Lemmatisation process:** a process similar to root formation, but it determines the dictionary form of a word. This technique is used to reduce the length of words in a text. In text analysis techniques, the pre-processing stage plays an important role in converting root words into correct words for proper text analysis.

- The **process of identifying the roots** of certain words determines the origin of the word. Two main types of sources are used: inflectional and derivational. The most common algorithm for determining the origin of a word is Porter's algorithm.

Text transformation process

- **Text** transformation uses bag-of-words or vector spatial models. It performs the task of feature selection. At the same time, it reduces the dimensionality by removing redundant and irrelevant features. Sequences of words that occur frequently but have no meaning or significance in the collection of text documents are also removed. IAT has the following process.

- **Text clustering process:** measures similarity and groups similar texts.

- **Text abstraction (summarisation)** process: summarises the entire text of a document to its essence.

- **Text classification** process: automatically assigns multiple documents to different categories. It is a supervised learning method that classifies new documents based on input and output instances. The main goal of text classification is to automatically train classifiers based on supervised and unsupervised categories. For this purpose, statistical classification methods can be used, such as naive Bayesian classifier and nearest neighbour classifier, decision tree and support vector method (*Mogylna, 2022*).

- To reduce the dimensionality of words, they are transformed into a **word form** by discarding endings, prefixes and suffixes. This way, the features are generalised and easier to classify.

- To transform a word into a word form, either **lemmatisation or stemming** is used. Lemmatisation takes into account the morphology of the language, so it accurately determines the word stem. First, the part of speech is determined, and then rules are applied to cut off endings and suffixes depending on the part of speech. Stemming, on the other hand, does not require dictionaries, but does not guarantee a match with the true morphological basis of the word. This algorithm cuts off the beginning or end of a word using a list of prefixes and suffixes (*Malyha, 2022*).

3. Study of statistical methods of analysing pastoral letters

Analysis of the frequency of words. In the pastoral letters of Andrei Sheptytsky, certain tendencies can be identified in terms of emphasis on certain aspects of the Christian faith and moral values. Some of the key words he uses indicate that he favours concepts that focus

on repentance, love of neighbour, mercy, and peace. Terms related to Christian theology, such as "grace," "salvation," and "repentance," can be found with high frequency in Sheptytsky's pastoral letters.

An analysis of the frequency of words in pastoral texts can provide valuable information about the main thematic emphases, key concepts and ideas contained therein. To conduct such an analysis, you must first divide the text into individual words (tokens) and then count the number of occurrences of each word. The most frequently occurring words may indicate the main themes or priorities of the author. You can also identify unique or specific terms that may be key to understanding the context of the text. By analysing word frequency, we can get a better idea of the structure and content of a text, as well as the important themes that run through it.

The main systems that solve a similar task are:

- Sztergak framework;
- The Humb system;
- Wingnus system;
- KP-Miner system.

These systems are designed to process text, remove unnecessary elements (punctuation, unimportant words) and determine a set of features that characterise keywords (Aggarwal, 2012).

The effectiveness of the considered systems for the top 10 key phrases.

The use of statistical methods of analysis ensures high reliability of the results of the study of linguistic texts, clarifies the conclusions and reveals the relationships between their properties. These methods help to obtain objective data necessary for the organisation of linguistic observations and ensure the reliability of the conclusions.

Table 1

Comparison of the systems for intelligent text analysis

Command	Accuracy, %	Fullness, %	F-measurement, %
Sztergak	37.80	25.78	30.65
Humb	32.00	21.83	25.95
Wingnus	30.50	20.80	24.73
KP-Miner	28.60	19.51	23.20

In analysing Andrey Sheptytsky's pastoral letters, statistical methods will allow us to use concepts such as the mean, which is used in probability theory to determine the central value of a discrete set of numbers. The formula for calculating the mean is the sum of the values divided by their number and is used to identify the key characteristics of linguistic units in the pastoral letters.

The study of the statistical profile of Andrey Sheptytsky's pastoral letters allows us to use mathematical methods of analysis to understand the linguistic features and structure of the texts.

One of the most important parameters for characterising a sample mean is the standard error of deviation. This value indicates the dispersion of sample means around the overall mean. The formula for calculating the standard error of deviation includes the parameters mentioned in the previous paragraph about the measure of fluctuation in the mean frequency, such as σ – standard deviation, n – number of occurrences of the variant in the trials, i – variant number, and \bar{x} – mean.

The analysis of the standard error of deviation is important in the study of Andrey Sheptytsky's pastoral letters, since this measure allows us to estimate the spread of the distribution of sample means around the overall mean in the texts, which contributes to a better understanding of their structure and features.

Thus, each element that was studied was first evaluated by its absolute frequency, and then a variation series was formed. For these series of variations, average values were calculated and standard formulas were used to determine statistical estimates of the average frequency.

4. Vectorisation

Vectorisation is a classical approach to transforming input data from its original format (e.g. text) into vectors of real numbers that can be intelligent machine learning models. This approach is used in NLP and is not new, as it has been used since the creation of computers.

In machine learning, vectorisation is a step in feature extraction. The idea is to extract certain characteristics of text to train a model by transforming text into numerical vectors.

There are many vectorisation techniques that we will soon look at, ranging from simple implementations using binary features of term frequency to more complex techniques that take into account context. Depending on the specific situation and model, any of these techniques can perform the required tasks:

Bag-of-words. The simplest of all existing techniques. It includes three operations:

- **Tokenisation:** first, the input text is split into tokens. The sentence is represented as a list of its constituent words, and this is done for all input sentences.

- **Vocabulary creation:** only unique words are selected from all the resulting tokenised words, which are then sorted in alphabetical order.

- **Vector creation:** finally, a sparse matrix is created from the word frequencies of the resulting dictionary as input. In this sparse matrix, each row represents a sentence vector whose length (number of columns in the matrix) is equal to the size of the dictionary.

TF-IDF (Term Frequency-Inverse Document Frequency) is a numerical statistic that reflects the importance of a word in a document. Although this methodology is also based on frequency, like the word bag, it uses more complex calculations.

How is TF-IDF better than word bag?

In the "bag of words" method, we saw how the vectorisation was reduced to the frequency of words from the dictionary for a given document. As a result, articles, prepositions, and conjunctions, which are not as important to the overall meaning of a sentence, are given the same weight as, for example, adjectives.

TF-IDF solves this problem, so that words that are repeated too often do not drown out other less frequent but important words.

The algorithm consists of two parts:

- TF stands for Term Frequency, which is a normalised frequency index. It is calculated using the following formula:

- $TF = \text{Frequency of word in document} / \text{Total number of words in the document}$, i.e. $TF = \text{Frequency of term in the document} / \text{Total number of words in the document}$. Thus, you can assume that this number will always be ≤ 1 and with this in mind, you can already estimate how often a word occurs in the context of all the words in the document (*Abhishek, 2023*).

Word2Vec uses a simple neural network with one hidden layer to train the weights. Unlike most other machine learning models, we are not interested in the prediction of this

neural network, but rather in the weights of the hidden layer, which we will train. The input vector multiplied by these weights is a vector representation of the word. Two algorithms are used to create Word2Vec representations: **Skip-Gram** and **CBOW (Continuous Bag-of-Words)**. Let's take a closer look at these algorithms:

1. The Skip-Gram model receives a word as input and predicts the probability of each word in the dictionary to be adjacent to the input word. In other words, the Skip-Gram model predicts the context for the input word. To train a neural network, you need to represent words in numerical form. To do this, one-hot-encoding vectors are used, where the input word has a "1" in the position of the input word and "0" in the other positions. Thus, a one-hot vector is fed into the neural network, and the output is a vector of the input vector's dimension, which contains the probability for each word in the dictionary to be adjacent to the input word. The neural network has one hidden layer. The dimension of the input vector is $1 \times V$, where V is the number of words in the dictionary. The dimension of the hidden layer is $V \times E$, where E is a hyperparameter responsible for the size of the vector representation of the word. The output from the hidden layer has a dimension of $1 \times E$ and is fed into the softmax layer. The dimension of the output layer is $1 \times V$, where each value in the vector is an estimate of the probability of the target word at that position. After training, we can obtain a vector representation of the word by multiplying the input vector by the weights of the hidden layer.

2. The Continuous Bag-of-Words model differs from the Skip-Gram model. It predicts the probability of each word appearing in the dictionary, taking into account the context of the words. The sizes of the hidden and output layers remain the same, but the dimensionality of the input layer and the calculation of the hidden layer activation functions change. If we have 4 context words for one target word, we have 4 $1 \times V$ input vectors that are multiplied by the $V \times E$ hidden layer to get $1 \times E$ vectors. These vectors are averaged to get the final activation, which is fed into the softmax layer.

Support vector machine is used to find the hyperplane that best divides a given sample into two classes. This method can be applied to both binary classification and multiclass classification using one-vs-all and one-vs-one strategies.

In this method, we have a sample of elements $x_i \in R_n$ that have assigned classes $y_i \in \{-1, 1\}$. The sample objects are represented by points. Support vectors are the data points that are closest to the hyperplane. They are critical elements of the dataset, as their removal changes the position of the hyperplane.

In a simple binary classification problem, when the sample is linearly separated, the hyperplane can be represented as a line that separates the two classes. The further the data is from the hyperplane, the more accurately it is classified.

The best hyperplane is the one with the maximum distance $1/\|w\|$ from each class to the other. Here, w is the normal vector to the separating hyperplane, which can be written as a set of points x satisfying the equation:

$$wx - b = 0,$$

where b is an auxiliary parameter. If the training set is linearly separable, you can choose two parallel hyperplanes so that they divide this set into two classes. The area between them is called the gap, the margin. These planes are described by the equations:

$$\begin{aligned} wx - b &= 1, \\ wx - b &= -1, \\ \|w\|^2 &\rightarrow \min \\ y_i (wx_i - b) &\geq 1, \text{ для } 1 \leq I \leq n \end{aligned}$$

By minimising the distance $\|w\|$ and at the same time excluding data from falling into the gap, we obtain a minimisation problem:

Such a problem is considered equivalent to finding the saddle point of the Lagrange function, and is reduced to a quadratic programming problem where only binary variables λ_i are present. Having solved this problem, it is possible to express w and b by the following formulas, respectively:

$$w = \sum_{i=1}^n \lambda_i c_i x_i,$$

$$b = w \cdot i, x_i - c_i, \lambda_i > 0.$$

If the sample is linearly inseparable, then the vectors are mapped to a higher dimensional space by replacing the scalar product with one of the nonlinear kernel functions (x_i, x) in the formula. After that, the best separating hyperplane is constructed.

5. Conclusions

The pastoral letters of Andrei Sheptytsky are an important part of the spiritual, social, and cultural heritage that is important for religious communities and society as a whole. The use of mathematical models and machine learning algorithms to analyse these texts can help reveal their internal structure and semantic properties. This will allow for a better understanding of the content and context of pastoral letters, as well as reveal their significance in shaping cultural discourse and moral and ethical values.

Text pre-processing, such as tokenisation, lemmatisation and word root detection, plays an important role in preparing the text for further analysis. Text transformation, such as vector model transformation and clustering, helps to identify similarities between texts and classify them. To reduce the dimensionality of words, lemmatisation or stemming methods are used to generalise features and facilitate classification.

Analysing the frequency of words in Andrey Sheptytsky's pastoral letters, we can conclude that he prefers concepts that are aimed at repentance, love of neighbour, mercy, and peace. Terms related to Christian theology, such as "grace," "salvation," and "repentance," occur with high frequency in Sheptytsky's pastoral letters. Analysing the frequency of words in pastoral texts allows us to gain a better understanding of the structure and content of the text, as well as the important themes that permeate it. Various systems such as Sztergak, Humb, Wingnus, and KP-Miner can be used to perform this analysis, helping to process the text, remove redundant elements, and identify keywords. The use of statistical methods of analysis ensures high reliability of the results of the study of linguistic texts and helps to obtain objective data for linguistic observations. The study of the statistical profile of Andrey Sheptytsky's pastoral letters allows us to use mathematical methods of analysis to understand the linguistic features and structure of the texts. The analysis of the standard error of deviation is important in the study of pastoral letters, as this measure allows us to estimate the spread of the distribution of sample means around the overall mean in the texts, which contributes to a better understanding of their structure and features.

In machine learning, text vectorisation is an important step in extracting features for model training. This process involves converting text into numerical vectors so that the model can work with them. There are various vectorisation techniques, such as bag-of-words and TF-IDF, which help to take into account the importance of words in the text. Additionally, Word2Vec uses neural networks to create vector representations of words, which allows for

contextualisation. The support vector method is used to classify data by finding the optimal hyperplane that will divide it into classes.

Overall, the study shows that machine learning algorithms can be useful in analysing texts with religious and social content, which will contribute to a better understanding of cultural heritage.

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THE POSITION ROLE OF THE EPIC POEM IN AZERBAIJANI LITERATURE

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Summary

The replacement of the cult of nature as a result of historical conditions and development actually brought up interest and attention to real events in the epic mind, achieving the expression of the happening events and human relations along the dynamic plot line as a necessary creative task prompted the writers to think in this direction. The periods of formation, development and creativity of the epic poem as a whole are systematically involved in the study, while the existing ideas and conclusions formed around the epic poem are summarized and considered from a principled point of view, conclusions are reached that do not lose their significance even today.

Key words: Azerbaijan, epic, poet, history, poem, genre.

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1. Introduction

The continuous development evolution of poetic art throughout history has also created an important basis for its subject and content, genre-structural features. If in lyric poetry certain poetic chants and impressions acquire the lead, proceeding more from individual feelings and emotions, in the examples of verse and epic poetry, the event and plot plan refer to the broad truths of life, active intervention in events in society is of interest as a noticeable creative fact. In epic poetry, too, such an aspect gradually reaches a level that will attract attention. As Azerbaijani poetry has kept its genre richness for centuries, it has gone through a gradual path in terms of topics and issues.

2. Main text

Studying the path of development of Azerbaijani poetry culture, literary critic Kamil Huseynoglu came to such a conclusion by looking at the problem based on poetic examples emerging in wider geographical boundaries: "Azerbaijani classical poetry, distinguished by its genre diversity and high artistic merits, is one of the leading branches of medieval eastern poetry established within the framework of Muslim culture" (*Huseynoglu, 1996, p. 3*).

As the author specifically emphasized, the richness of the genre was defined as an invariable and stable creative resource for historically formed Azerbaijani poetry. It is possible to closely observe these merits in the lyric, rubai poetry, and in the course of the development of epic poetry. In the work of the ancient Greek philosopher Aristotle "Poetics", there are ideas that have retained their value and significance even for today on the regulation of relationships within literary types and genres. In this regard, a number of features are noticeable that attract attention in the reasoning touched upon the connection of epic works and epicness as a sign

with other genres (literary species as a whole). In his notes on the epic, Aristotle compared it to the tragedy genre of the dramatic type and concluded: "Epic poetry followed tragedy as a study of seriousness, with the exception of its important meter; it is distinguished from the tragedy by its simple size and narration, in addition, they differ in volume: tragedy tries to place its events in one day as much as possible or to go as short as possible, while epic is not limited by time and this differs from tragedy. But let's also say that in the early days it was done in tragedies as well as in epic poems" (*Aristotle, 1974, p. 53*).

As can be seen from these considerations, the formation and development of literary types and genres is closely related not only to literary and artistic practice and creative traditions, but also to the dictates of existing socio-historical conditions. Undoubtedly, the principle of determining epicness as a decisive factor in the definition of genres is distinguished by its special significance as the conclusion of the scientist's serious observations, sufficiently substantiated scientific conclusions and theses.

In the studies that reveal the exceptional position of the epic poem in the Azerbaijani literature, important characteristic points such as the history of its creation and its connection with social and historical conditions are brought to the fore. It is with this factor that the plots and images in folklore texts, myths and images gain an active position in the formation of an epic poem, reaching a mature level, that it seems natural and convincing in a certain sense. Professor Azade Rustamova in her valuable research entitled "Ways of development of Azerbaijani epic poem" (XII–XVII centuries) evaluates this characteristic feature as a legal creative experience not only for the literature of the peoples of Azerbaijan, the near and Middle East, but also for the literary and artistic experience of all the peoples of the world and comes to the final conclusion that "...as in all ancient nations, the first core of the classical epic poetry of Azerbaijanis is made up of stories and myths" (*Rustamova, 1975, p. 15*).

Of course, as it is clear from this characteristic reasoning, the replacement of the cult of nature as a result of historical conditions and development actually brought up interest and attention to real events in the epic mind, prompted the owners of the pen to think in this direction as a necessary creative task to achieve expression along the dynamic plot of events and human relations occurring in front of the eyes.

As is known, attention and interest in the epic poem made the poet seriously think since the first times when he came to the world of art, raised vital and human problems in his epic works written on various and colorful topics, put forward ideas and thoughts that freedom and independence are an invaluable blessing for all humanity, regardless of religion, nationality and race on different continents and countries of the world. Deep philosophical judgments, great faith in the future, ideas that instill an optimistic mood in his poems have a strong influence on the spiritual world of the reader. As in his lyrical works, at such moments, the poet's aesthetic ideal is calculated as an attempt to penetrate deeply into the essence of serious life issues and problems.

Of course, in the course of such a study, the socio-literary, socio-historical background and conditions in which individual works were written were not ignored, and the analysis and generalizations were mainly aimed at evaluating the samples that were a product of that period from the point of view of objective and principled art criteria.

The periods of formation, development and creativity of the epic poem as a whole are systematically involved in the study, while the existing ideas and conclusions formed around the epic poem are summarized and considered from a principled point of view, conclusions are reached that do not lose their significance today. The characteristic reasoning that we give below fully reflects the most important features of epic poetry in this regard: "An epic poem is a generalized description of life events; epic poem is an artistic presentation of natural and social

events within a certain plot; epic poetry (at the stages of its further development) is a means of figuratively narrating the human character with all its fullness and contradictions. Any nation, regardless of whether it is large or small, has its own history of epic poetry. The difference can only be in the level of development, genre features, degree of quality" (*Rustamova, 1975, p. 8*). These considerations also reflect in detail all the concepts and components included in the concept of epic poetry.

It is necessary to pay special attention to a number of characteristic moments when commenting on the issues of the subject and mastery that the Azerbaijani epic poem has achieved and acquired in a specific period of time. It is known that in the epic genre, the artistic reflection of the events of life and society within a certain plot takes the main place; the poet narrates the event that happened from the outside, writes down a story far from himself. There is a certain distance between the time of the event and the narration. And this expands the possibilities of comprehensively reflecting the human character, his spiritual and spiritual world, connections and contradictions with society and time. In most studies on the epic genre, attempts to connect the development and evolution of the poem as a literary genre with significant changes in the life of society, intra-society human relations, new trends and approaches are clearly manifested. The poem, which is one of the oldest and most popular genres in Azerbaijani and world literature, has undergone a great development as an example of epic poetry. From Homer's "Iliad" and "Odyssey" to Khagani Shirvani's "Tohfatul Iraqeyn", the first Azerbaijani poem, and later, the new possibilities of the genre have enriched it. Just as Nizami Ganjavi's "Khamasa" preserved the status gained in world literature, created a rich tradition by elevating it to a high peak in terms of plot, composition, ideas and images. It was from here that the poem was the leading genre in Azerbaijani poetry for a long time. In later periods, the poems of A.Tabrizi, M.Fuzuli, S.Tabrizi and others formed a stage with their innovation. M.Fuzuli's poem "Leyli and Majnun" closes the chain of poems written on the topic of love with its originality and idea among hundreds of works written on this topic. Being a poetic form with a plot, imagery, combination, the poem has been updated from time to time, changed in form and content. "Oriental poem" written by M.F.Akhundzade on the occasion of the death of A.S.Pushkin enriched the genre in terms of content, idea and form of expression. The period of searches in terms of the topic and problematic of the poem continued in the 19th and early 20th centuries. The fact that the poem retains this hegemony for several centuries and is one of the leading genres of literature, first of all, as it follows from tradition, also indicates its universality. The possibilities of this genre, which is reflected in the unity of epic, lyrical and dramatic elements, have expanded and enriched more and more. Prominent literary critic highly appreciated the possibilities of the poem and wrote: In creating character, a poem can use the experience of prose, the divine possibilities of lyric, the ever-moving beginning of drama. Even passionate journalism is not a minor element of the poem. In addition, when evaluating the world and the condition of people, the poem looks for new criteria, in this sense it is closer to philosophy. Not only historical events, society and its separate classes, but also the history of public thoughts and ideas are important for the poem (*Yusifoglu, 1998, p. 41*).

In particular, since the beginning of the 19th century, the horizons of the new poem are determined by the works of Mahammad Hadi, Huseyn Javid, Hajikarim Sanili, Jafar Jabbarli, Ahmad Javad. It should be said that since the beginning of the last century, the poem entered a new stage of development. At this stage, M.Hadi's "Alvahi intibah", H.Javid's "Azer", J.Jabbarli's "Qiz qalasi", A.Javad's "Sesli qiz", H.Sanili's "Aran kochu", "Turut gachaglari", "Namus davasi" poems change in terms of social content, and the form of expression is also updated. With the creation of poems by Samad Vurgun, Mikayil Mushfiq, Suleyman Rustam,

Rasul Rza, Osman Sarivalli, Mirvarid Dilbazi, Ahmad Jamil, Mammad Rahim and dozens of other poets, this genre enters a new stage of development. M.Mushfig's "Buruglar arasinda", "Azadlig dastani", S.Vurgun's "Komsomol poem", "Talistan", "Mughan", "Zanjinin arzulari", "Zamanin bayraqdari", "Bakinin dastani", etc. dozens of poems defined the place and position of the genre in poetry. In the Second World War of the last century, the epic description of the events expanded the possibilities of the genre, and many poems describing heroism were written. M.Rahim's poem "Leningrad goylerinde" attracts attention in terms of the development of the internal possibilities of the genre (description of feelings and emotions, depiction of epic events, etc.). It is from this period that the renaissance of the poem begins; this genre is enriched in terms of content, form, style of expression, style, intra-genre development models, plot, and imagery, and it is also renewed. The prominent literary critic Yashar Garayev, who studied this stage, seems to be completely justified in such a conclusion. He wrote that poetry takes its big steps with poetry. The objective factors that condition the modern process of poetry do not remain unaffected to the fate of even today's poem.

At this stage, the poem undergoes a great change of form and content in terms of genre; drama, lyricism and epicness are best reflected in the poem. This change changes and re-forms in one way or another, from the topic and problematic, to its composition (epigraph, prologue, structure, artistic detail, etc.), even to its components. From time to time epicness and lyricism alternate each other in the poem, the transition from quantity to quality has revealed its new forms. Sometimes in the poem, epicness surpassed lyricism, and sometimes lyricism surpassed epicness. Lyric poem, epic poem, poem-monologue, poem-document, documentary poem, poem-reportage, associative poem, poem-appeal, historical poem, modern poem and dozens of genre forms have moved from the classical framework to a new direction. All this made literary criticism think about the modern poem or the modern stage of the poem, and conclusions were made about its modern state in separate articles and reviews. What we said above indicates that the poem benefited from its historical path of development and entered a new stage.

Undoubtedly, the selection of the poem as a literary genre as an object of study and discussion of controversial and need for clarification in scientific and theoretical thought begins to take on a more active and intensive character since the 50s and 60s of the last century. Of course, there were many literary and social factors that gave birth to it. On the one hand, this was related to similarities in the genre's poetic-structural characteristics and description methods, noticeable transitions and substitutions, plot and composition, on the other hand, in newly created works presented under the name of poem, it was noticeable as an aspect that appeared during the reflection of reality, which was directly related to the non-expectation of the requirements of the genre. Once upon a time, professor Mikail Rafili, having expressed his opinion that historically established literary genres, while maintaining a certain form of conservatism, are subject to change depending on the requirements of the time, came to the following conclusion: "This is no ordinary repetition. Certain formal features in the structure of the artistic work are repeated in the works of different writers in different historical periods. We can see this in the composition and genre of the work. In this way, it preserves certain general formal features along with the change due to specific historical conditions of literary development" (*Rafili, 1958, p. 216*).

The discussion and polemics about the poem in the pages of the central press, a very prestigious literary publication for that time, were also of great importance, taking into account its strangeness and paradox. The universal structure of the poem as a genre, gaining new artistic merits, the main qualities gained in the creative process in general become the subject of broad

discussion in the scientific-theoretical thought of Azerbaijan in the second half of the 70s of the last century. Firstly, the opinions voiced in the discussions on “Poem: searches, perspectives” jointly held by the Department of “Modern Literary Process” of the Institute of Literature named after Nizami Azerbaijan Academy of Sciences, “Criticism and literary studies” department of the republican Union of Writers, and “Literature and Art” newspaper, holding a special round table about the poem on the pages of “Azerbaijan” magazine, poet A. Kurchayli and critic A. Aghayev's dialogue under the title “Possibilities of poetry and the demands of time”, etc. are important in terms of continuing and developing the historically existing creative traditions, modern situation, and solving the future perspective tasks.

In these discussions, the actual exchange of views on the real state of the genre of the poem and creative searches was due to natural necessity. In the conversation about the poem, the main subject of discussion is the trends in the development of the genre, the search for modern topics and crafts. It is true that in these discussions, there were still those who complained about the inability to create monumental poetic works about the work and work of the heroes of the day, but in general, attention was also paid to the lack of character and lack of material in our poems.

Critic A. Aghayev expresses the need to start a special conversation and discussion about the current state of the poem genre. He draws attention to the fact that some of our “current” poets either did not know the requirements of the genre of poetry, or deliberately did not follow it. According to the critic: “The poem in its character is closer to the dramatic genre; conflicts, characters, events, era, time, space... Without them, the poem is unthinkable. “Bildirchinler” by poet Garay Fazli was published in last year's (we are talking about 1976. – Y. H.) 8th issue of “Azerbaijan” magazine. Although this is called a “poem”, in fact, it does not meet the known requirements of the genre. Let's remember our classic poems for a moment. Let's not go far. S. Vurgun's “Komsomol poem”, “Aygun” can be an example for us.

It is also known that there is a process of certain qualitative changes in genres, including the genre of poem. For example, poems without interesting plots, poems-monologues have also appeared in modern Russian and Soviet poetry” (*A. Kurchayli and A. Aghayev's dialogue, 1977*).

Since objective observations are made with reference to real facts and literary examples in terms of creating a unanimous idea about the points that attract attention and interest in the structure of the poem genre in the dialogue, in the search for ideas and artistic directions, all the details of the landscape are brought to a wide analysis and gain significance. The critic Shirindil Alishanov draws attention to the fact that attempts to connect poetic genres with the real situation and directions of its development are caused by ignoring the general pattern of development of artistic thinking and expresses his attitude to the processes taking place on the union scale; The general picture of the modern Soviet poem, as well as a number of recent works in our poetry, provide rich material for talking about the new trends in the development of this genre (*Alishanli, 1988, p. 160*).

In terms of analyzing and summarizing the qualitative indicators of the poem during the war and its subsequent creative stages, the literary critic R. Azizov in his monograph “Expanding horizons of poetry” comes to the following conclusion about the characteristics that stand out in the poetic-structural features of the poem genre: “The poem achieved success in the field of reflecting reality in a dialectical way - with all its contradictions and complexity, taking the most important, leading socio-political issues of the time in a strong connection with the spiritual world of the Soviet man, in general, began to move away from the rhetoric, external decoration, and monotonous topics that appeared in poetry in the previous years, its scope expanded even more, and its philosophical-aesthetic scope increased” (*Azizov, 1985, p. 3-14*).

The literary generation that came to literature in the 40s of the 20th century was nurtured in the womb of such an original way of the poem. At a time when lyricism and epicness are in synthesis and closer to each other, it is up to this generation to take advantage of the classical tradition and conduct new creative searches. The search for form and content in the creation of poems by Nabi Khazri, Adil Babayev, Huseyn Arif, Sohrab Tahir, Balash Azeroglu, Nariman Hasanzade, Gabil, Fikret Sadig, Fikret Goja and others has led to the creation of new original poems. Literary critic R.Yusifoglu, who appreciates the poetry of the period, sounds right: "Indeed, it is legitimate for a new literary idea to seek new forms for itself, just as each era has its own unique dress. Over the years, due to the influence of social and political events, both the subject range of the poem has expanded and its artistic form has changed. Poets sought a form suitable for the theme, which, in turn, led to a significant change in the structure of the genre" (*Yusifoglu, 1998, p. 45*).

Undoubtedly, the role of the new generations who came to poetry was not small in the renewal of the poem as a genre in terms of topic, problematic, genre, and structure. In particular, the innovations introduced to the genre of poetry in the 60–80s contributed to the strengthening of the position of the poem. It is also known that the poem was accompanied by ups and downs depending on the time and historical conditions. In this respect, it is necessary to distinguish the 30–40 years of the last century. Poems with plots arising from the context from the ideological trends of the time describe the problems that make society think. It is true that poems were dedicated to individual labor heroes during this period, but there were not a few poems dedicated to national-spiritual and moral problems. During the World War II and the post-war creative period, the literary forces that came to poetry often turned to the poem genre and created works reflecting heroism. As these poems are diverse in terms of genre, they are also diverse and multifaceted in terms of topics and issues. At the same time, the distance of time that went through the war also differed in the content of the poems, their psychological depth and the concept of the hero. In these poems, lyricism and epicness and drama are often combined under one umbrella, extremely new, original plates and events were described. The critic Sh.Alishanli expressed the nature of the poem landscape of the period in the following way: "Making generalizations on the example of one or more heroes, saying about the general characteristic of a particular era was the main place in our lyric-epic, epic poems, but in our modern lyric-epic poems, where lyricism is more preferable, a certain plate of circumstances and times is described and the attitude of the lyrical hero to the events, his psychological analysis, the associative structure of his thinking emerge as a new quality in the structure of the poem. The "self-expression" of the lyrical hero becomes the main carrier of the appreciated idea, his thoughts play a certain plot role in the poem" (*Alishanli, 1988, p. 61*).

It is no coincidence that over time, the poems that arose in the same period were close to each other not only in terms of theme, but also in terms of lyrical hero, epic descriptions, pictorial originality of events, as well as artistry.

3. Conclusions

Contradictory and contradictory socio-political, socio-economic processes, most importantly bloody wars and wars, revolutionary revolutions, which took place in the 20th century, opened wide horizons for epic creativity. It became the main artistic goal and intention to depict the characteristic aspects of the time, many important aspects that arise in human psychology and inner-spiritual life in this process. Like other literary types and genres,

among the main factors determining the creative possibilities and development level of the poem genre, conflict and character are noticeable as important components in the poetic searches of the twentieth century. From this point of view, it is possible to closely follow the characteristic nuances that overlap between the leading tendencies and trends of the mentioned period and the creative possibilities of the poem genre.

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HIGHER EDUCATION IN UKRAINE DURING THE WAR: VECTORS OF DEVELOPMENT

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Summary

The article examines current problems and vectors for development of higher education in Ukraine under martial law. It is noted that the impact of the war on the educational process has significant consequences: the transition to distance and blended learning, the departure of students and teachers abroad, the destruction of educational institutions at all levels; mobilisation of students and teachers, reduction in funding, resettlement and evacuation of the population. Based on this analysis, the strategic vectors of development are discussed, including measures to ensure access to education for all segments of the population, support for internally displaced persons, modernisation of programmes and teaching methods, improving the security of the educational space and attracting international support; integration into the European and global space, taking into account national interests; harmonisation of the Ukrainian higher education system with European standards and practices; improvement of the education management system and ensuring the autonomy of higher education institutions; and ensuring the safety of the population.

The study shows that the war not only poses challenges to the higher education system, but also opens up new opportunities for its reform and development in response to current challenges.

Key words: higher education institutions, war in Ukraine, educational process, challenges, students, modernization.

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1. Introduction

The war that began on February 24, 2022 due to the armed aggression of the Russian Federation has led to serious consequences for the higher education system in Ukraine, as well as for many other areas of the country's life. The new stage of the war led to destruction and losses in many aspects: material losses and destruction of infrastructure, because combat and military operations led to the destruction of buildings and infrastructure of educational institutions at all levels. Interruption of the educational process, emigration of students and teachers, loss of scientific potential, because many scientists, scholars and researchers have left

the country, which in the future may lead to a loss of knowledge and innovation. According to experts, the amount of damage caused by Russian troops to the infrastructure of our country is almost 136 billion US dollars, of which 8.2 billion, or 6%, is damage caused to the Ukrainian educational infrastructure. As of the 300th day of the full-scale war in Ukraine, a total of 361 educational institutions were destroyed and another 2,556 were damaged (*Nikolayev E et al., 2023*). Therefore, an important task for the future is the preservation and development of Ukraine's scientific potential, ensuring access to quality education for all Ukrainians, regardless of their place of residence and financial status; integration of the Ukrainian higher education system into the European and world educational space.

2. Analysis of publications and the purpose of the study

The issues of higher education development in Ukraine can be found in the works of O. Volarska, O. Olshanska, O. Spirin, V. Bykov, V. Pavlenko, N. Kolomiets, M. Oliar, L. Kartashova. The above-mentioned scholars enriched pedagogical science by studying the directions of development of higher education in Ukraine in conditions of instability and the peculiarities of implementing innovations in the educational process. In particular, N. Sysoieva, K. Osadcha, S. Bader, A. Oleksienko, K. Mereniuk, O. Spirin, V. Bykov studied the peculiarities of introducing digital transformations into the higher education system.

The aim of the study is to identify the range of problems and challenges faced by the Ukrainian higher education system due to the consequences of the war; analyse the vectors of development of the Ukrainian education system during the war and post-war period.

3. Features of the development of higher education in Ukraine

As of 01/01/2022, according to the Unified State Electronic Database on Education (USEDE), there are about 320 independent universities, institutes and academies, as well as 45 independent colleges in Ukraine. Of this number, 220 higher education institutions are state, 32 are communal and 113 are private. Higher education institutions have 450 branches and professional colleges in their structure (*Nikolaiev et al., 2023*). Opportunities for higher education in Ukraine are offered by four types of higher education institutions, namely universities, academies, institutes, and colleges.

The first three types of these higher education institutions do not have any special differences; they offer bachelor's, master's, and PhD study programs. As for colleges, they can offer the opportunity to obtain higher education only in bachelor's and associate bachelor's programs (*Makliuk, Kononenko, 2023*).

Ukraine is an active participant in the Bologna Process, an initiative aimed at creating a single European higher education space.

Ukraine acceded to the Bologna Declaration in 2005 and ratified two fundamental conventions: the Lisbon Convention on the Recognition of Qualifications Related to Higher Education in the European Region (1997) and the Additional Protocol to the Recognition Convention (2001). Actively participates in the work of the Bologna Group, as well as in projects and programs of the European Union (hereinafter referred to as the EU) related to higher education. It should be noted that Ukraine is actively reforming its higher education system in order to harmonize with European standards and practices and improve the quality and competitiveness of Ukrainian higher education in the international market.

The main areas of reform can be noted the following:

- Implementation of a three-stage higher education system (bachelor's, master's, doctorate).
- Introduction of credit transfer system, which allows students to achieve success in studying and entering various universities.
- Development of academic autonomy of the Higher Educational Establishments.
- Increasing the role of scientific research in higher education.
- Improving inclusiveness and accessibility of higher education.

It is recommended to take into account that Ukraine's participation in the European Higher Education Area gives such advantages:

- Ukrainian diplomas are recognized in EU countries.
- Ukrainian students have the opportunity to study freely in European universities.
- Ukrainian teachers have the opportunity to participate in international projects and programs.
- The competitiveness of Ukrainian higher education in the international market is growing.
- Ukraine has significant potential for the development of higher education.

In our opinion, reforming the higher education sector and active participation in the Bologna process will help Ukraine become one of the leaders in the European education sector.

By analyzing regulatory acts and pedagogical research on the development of higher education in Ukraine, we can assert the relevance of the identified scientific problem.

Thus, the implementation of higher education reform is taking place on the basis of certain documents adopted in recent years, namely: the “National Strategy for the Development of Education in Ukraine for 2012–2021” (2012), the Law of Ukraine “On Higher Education” (2016), Law of Ukraine “On Education” (2017), Strategy for the Development of Higher Education in Ukraine for 2021–2031 (2020), Law of Ukraine “On the Basic Principles of State Policy in the Sphere of Establishing Ukrainian National and Civil Identity” (2022 g.), which define the main trends in the development of domestic education, in particular its integration into the European and world educational spaces, the formation of a harmoniously developed personality as a key indicator of modern progress of society.

As for Ukrainian legislation, in accordance with the Strategy for the Development of Higher Education in Ukraine for 2021–2031, the following strategic, operational goals and objectives of higher education in Ukraine until 2031 are defined: improving the education management system and ensuring the autonomy of higher educational institutions; ensuring a balanced labor market with higher education; ensuring the quality and accessibility of higher education; integration of science, education and business to ensure economic growth of the country; development of personnel potential of universities; development of a system of continuous education and lifelong learning; integration into the European and world space taking into account national interests.

4. Challenges facing higher education in Ukraine

The war had a direct impact on three categories of representatives of the higher education system: students, teachers and staff of the higher education institution. This influence differs depending on the place of their stay and the situation in which they find themselves: they stayed in Ukraine, went abroad or stayed in temporarily occupied territories. According to an online survey of applicants, teachers and staff of Ukrainian higher education institutions remaining in Ukraine (Kurapov *et al*, 2022), 97.8% of respondents noted a deterioration in their

psycho-emotional state with complaints of depression (84.3%), exhaustion (86.7%), loneliness (51.8%), nervousness (84.4%) and anger (76.9%) students more than staff reported exhaustion, feelings of loneliness, nervousness and anger in the survey, and women more often than men indicated depression, exhaustion, loneliness and nervousness.

The authors of the study (*Kurapov et al., 2022*) note that those respondents who complain of a deterioration in their psycho-emotional state have a higher level of fear, burnout and a feeling of loneliness, as well as a lower level of resilience among students, teachers and higher education workers who are in temporarily occupied territories, find themselves in an extremely difficult situation that could have serious consequences for their studies, careers and overall well-being. Some of the main problems they may face are:

- Limited access to educational resources. The occupation of the territories resulted in limited access to libraries, laboratories, and other educational resources, making learning and academic research more difficult.
- Staying in temporarily occupied territories may pose a security threat to students, teachers and employees, especially due to hostilities and uncertain political situations.
- Violation of human rights and freedom. The occupation of territories is accompanied by violations of human rights and freedoms, including restrictions on freedom of speech, restriction of access to education and persecution of activists and individuals opposing the occupation.
- Loss of educational and career opportunities. Students may lose opportunities for quality education and career development due to limited access to resources and training and employment opportunities.

Of course, as A. Makliuk and S. Kononenko note in their study (*Makliuk, Kononenko, 2023*), the experience of organizing distance learning gained by Ukrainian educational institutions, including higher educational institutions, in 2020–2021 made it possible to more quickly adapt to the implementation of educational activities in conditions of martial law. But more severe obstacles appeared, such as the impossibility of using distance learning technologies in uncontrolled territories and territories where hostilities were (unfortunately, still are) taking place due to the lack of access to the Internet, as well as the destruction or complete destruction of the material and technical base institutions of higher education. The largest number of damaged and destroyed higher education institutions are located in the Donetsk and Lugansk regions, but such regions as Kherson, Kharkov, Dnipropetrovsk, Zaporizhzhia also suffered significant losses.

International cooperation, diplomatic efforts, and support for social and educational programs for students, teachers, and workers in the temporarily occupied territories are needed to overcome these challenges. It is important to ensure their safety, rights and opportunities for education and development despite the difficult political situation.

5. Results of the study

Despite all the difficulties, the Ukrainian higher education system continues to work. We learned that thanks to the dedication of teachers and students, as well as the support of international partners, Ukrainian educational institutions managed to:

- Transfer the majority of higher education institutions to distance and blended learning.
- Maintain access to education for Ukrainian students, including those who have gone abroad.
- Introduce new educational programs and courses that take into account wartime needs.

- Continue scientific research.

Thus, it can be concluded that the Ukrainian higher education system has demonstrated its resilience and adaptability to new challenges. After the end of the war, it will need significant assistance for restoration and further development. Therefore, it is important that in the future the international community continues to provide assistance to Ukraine in this area; new support programs for Ukrainian students and teachers were developed and implemented; steps were taken to strengthen academic integrity under martial law; equipment and material and technical bases were updated; updating curricula and programs taking into account global trends in the development of science and technology; establishing cooperation with the world's leading universities and research centers.

Having analyzed a number of scientific studies (*Nikolayev et al., 2023; Kurapov et al., 2022; Chykurova et al., 2022*), it is possible to highlight the following important vectors of higher education in Ukraine:

1. Integration into the European and world space based on national interests. This also involves the introduction of a system for monitoring and determining the rating of higher education institutions and the approval of a licensing and accreditation system in accordance with international criteria.

2. Harmonization of the Ukrainian higher education system with European standards and practices.

3. Improving the education management system and ensuring the autonomy of higher education institutions. One of the aspects of improving the education management system and ensuring the autonomy of pedagogical higher education institutions is the internal quality assurance of educational activities, which is possible with the help of the efforts of departments, research centers, research laboratories, research and practice centers, student organizations, employers' councils, etc. (*Nikolaiev et al., 2023*).

4. Ensuring openness and accessibility of higher education.

5. Ensuring the professional development of scientific and pedagogical workers.

6. Increasing the international competitiveness of Ukrainian higher education institutions.

7. Development of the system of continuous education and lifelong learning.

8. Introduction of new forms of education (dual, blended, distance, mobile, informal, informal).

9. Implementation of innovative teaching methods. Integration of science, education and business is an important component of successful implementation of innovative technologies. This approach promotes interaction between different industries and creates a favorable environment for the exchange of knowledge, resources and ideas.

10. Informatization and digitization of education. We consider the main advantages of informatization and digitalization of higher education not only to improve the quality of education, but also to ensure the effective use of digital resources and adaptation to the requirements of the modern world.

11. Creation of favorable conditions for the development of science.

12. Creating an inclusive environment for people with special needs.

13. Creation of innovation and entrepreneurship centers in higher educational institutions.

14. Attracting more foreign students, as well as teachers from around the world.

15. Provision of grants, loans, and mentoring support to the students.

6. Conclusions

The analysis of scientific literature, regulatory documents, and best pedagogical practices to determine the vectors of development of Ukrainian educational institutions during the war shows that Ukraine needs to develop the content and conceptual vision of the restoration and further transformation of the higher education system, taking into account the consequences of the war. First and foremost, the restoration process should affect those educational institutions that have suffered significant material, human and organisational losses as a result of the Russian armed invasion. In our opinion, in the near future Ukraine will have to focus on several priority areas in the field of education, such as creating a safe and favourable educational environment, developing the infrastructure for distance and blended learning; supporting the provision of an innovative learning and research environment; adapting curricula to the needs of the labour market; developing civic consciousness and interethnic dialogue, as educational institutions can play a key role in shaping these values; supporting internally displaced persons. It should be recalled that the Association Agreement between Ukraine and the European Union enshrines the need to intensify cooperation between Ukraine and the EU in the field of higher education, in particular to reform and modernise the higher education system, promote convergence in higher education within the Bologna Process, improve the quality and increase the importance of, and facilitate access to, higher education; deepen cooperation between higher education institutions, and enhance the mobility of students and teachers (*Association Agreement between Ukraine, 2014*).

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INTERLINGUAL HOMONYMS IN THE PROFESSIONAL SUBLANGUAGE OF THEATRE

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Summary

The article comprehensively investigates the phenomenon of internationality of the sublanguage of theatre and establishes intra- and extra-linguistic differences between etymologically related German and Ukrainian theatre terms. As a result of the culturally specific semantic and stylistic evolution in the bosom of a particular national carrier language and national theatre terminology, the semantic structures of theatre terms have been enriched with additional non-international meanings.

Comparison of the internal side of the studied vocabulary allows us to divide it into two large groups: complete and partial interlingual homonyms. To complete interlingual terminological homonyms we refer four types of divergence: homopairs that have no formal equivalents in German or Ukrainian theatre language, but have such equivalents in other terminologies or spheres; terminopairs whose members, having a similar internal form, denote different reference spheres in different branches of theatre; homonymous term groups formed as a result of intra-linguistic homonymy or paronymy in German; pairs of complete interlingual homonyms containing the most general common seme, which is realised in different ways in each formal equivalent. Partial interlingual terminological homonyms include formally parallel etymologically related units, at least one of the terminological meanings of which refers to the same referential sphere, while the other(s) do not coincide.

Key words: interlingual homonyms, professional sublanguage of theatre, terminology, thematic groups, complete and partial homonyms.

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1. Introduction

The language of theatre is a professional sublanguage. It includes a variety of vocabulary for acting, drama, stage, scenery, technique, theatrical styles, types and forms of theatre, theatrical eras, theatrical management, theatrical organisation, the concept of music and dance in theatrical productions. It is impossible to imagine the completeness and complexity of the vocabulary of the German and Ukrainian languages without a large amount of theatrical vocabulary, which is multifaceted in semantic, structural, lexical and grammatical, and functional terms.

Like any other professional sublanguage, the language of theatre contains a large number of international words and elements, due to the processes of intercultural exchange with a long tradition of mutual and multilateral enrichment through tours, theatre festivals such as the *Theatre of the World* (since 1981), *the National Theatre* (since 1954) or international theatre works by directors.

The issues of the formation and development of the theatrical vocabulary of the Ukrainian and German languages at the present stage of their development have been the subject of research by a number of authors, among whom we should first of all mention Y. Mehlin (*Mehlin 1989*), as well as V. Dyatchuk and L. Baraban (*Dyatchuk, Baraban 2002*). These works examine the ways of forming national theatre terminologies in connection with the history of the development of German and Ukrainian drama theatre, show the systematic organisation of theatre vocabulary, establish structural and word-formation types of theatre terms, and identify the stylistic functions of theatre terms transferred to another stylistic context, i.e. the language of theatre is considered only as one of the components of a particular national language.

The purpose of our study is to examine the phenomenon of internationality of the sublanguage of theatre and to establish intra- and extra-linguistic differences between etymologically related German and Ukrainian theatre terms. As a result of their culturally specific semantic and stylistic evolution in the bosom of a particular national language and national theatre terminology, their semantic structures have been enriched with additional non-international meanings that do not always remain secondary to their basic or etymological meanings. In some cases, their semantic structures have been significantly modified or filled with other meanings. This points to the need to describe and analyse interlingual terminological homonyms in the sublanguage of theatre.

The material of the study was a continuous sample of theatre sublanguage terms from the dictionary *Duden Deutsches Universalwörterbuch* (*Duden 2024*) and their equivalents from the Ukrainian explanatory dictionary (*Velykyi ... 1970–1980*). The total number of lexemes covers 140 formal cross-linguistic equivalents, including 127 nouns, 5 adjectives, 7 verbs and 1 interjection. The main methods of the study are synchronic-descriptive, including traditional empirical observations, comparison and generalisation, which is supplemented in the analysis of the semantic side by the method of component analysis. We do not differentiate between terminological and professional vocabulary. The term *theatrical vocabulary* is used as a working term to denote them, and a unit of theatrical vocabulary is conventionally called a *theatrical term* in this paper. Thus, by the concept of *theatrical vocabulary* we mean a set of terms and professionalisms of theatrical art that reflect the totality of the relevant realities, and by a *theatrical term* we mean a word or a combination of words that belongs to the field of theatrical art.

2. The lexical composition of theatre terminology systems of the German and Ukrainian languages

German and Ukrainian theatrical vocabulary was formed both by the primordial means of the national language, which formed its basis, and by foreign language borrowings of an international nature. One of the most important sources is borrowings from Latin (*die Dekoration – декорація, das Requisit – реквізит, die Repetition – пенетція*) and Greek (*das Amphitheater – амфітеатр, der Dialog – діалог, die Dramaturgie – драматургія*). There are also term elements formed on the national language basis of French (*das Benefiz – бенефіс, die Premiere – прем'єра*), English (*das Musical – мюзикл, die Travestie – травесті*), Italian (*der Impresario – імпресаріо, die Soffitte – софітти*) and other languages.

The Ukrainian theatre terminology is rather overloaded with borrowed vocabulary of Greco-Latin origin, while the German theatre terminology, although containing no less number of Latinisms, Greekisms and hybrid formations, has undergone several powerful waves of purism, during which it was liberated from such borrowings by calquing Latin-Greek units

with the help of inherited morphological material, i.e. artificially creating national doubles. This process of favouring national terminological forms led to the fact that most borrowings and hybrid formations based on ancient Greek and Latin were restricted by functional and stylistic limitations or were replaced by purely Germanic forms, for example *водевіль* – *das Singspiel*, *буфонада* – *die Posse*, *грим* – *die Schminke / die Maske*, *білетер* – *der Platzanweiser*, *прожектор* – *der Bühnenscheinwerfer* etc.

The studied layer of vocabulary forms a terminosystem, within which we distinguish not only narrowly specific terms (*der Regisseur* – *режисер*, *das Requisit* – *реквізит*, *das Szenario* – *сценарій*, *die Travestie* – *травесті*, *der Figurant* – *фігурант*), but also words of common usage used in other areas of art and culture (*das Abonnement* – *абонемент*, *der Autor* – *автор*, *die Intonation* – *інтонація*). Since the basis of dramatic art is literature, a certain part of theatrical vocabulary coincides with literary terminology related to dramatic genres of literature (*die Exposition* – *експозиція*, *der Epilog* – *епілог*, *das Intermedio* – *інтермедія*, *der Prolog* – *пролог*, *die Tragödie* – *трагедія*). In drama, there are also elements of music and ballet, so theatre vocabulary includes words from related terminology, such as *der Dirigent* – *диригент*, *die Partitur* – *партитура*, *der Solist* – *соліст* etc. Among the interlingual terminological homonyms in the theatrical vocabulary, 14 thematic groups can be distinguished, namely:

1. Names of persons directly related to theatrical art, their professions and occupations:

a) names of performers (*der Debütant* – *дебютант*, *der Partner* – *партнер*, *der Statist* – *статист*, *der Koryphäe* – *корифей*); b) names of the theatre's artistic staff (*der Dramaturg* – *драматург*, *der Regisseur* – *режисер*); c) names of employees of technical departments (*der Dekorateur* – *декоратор*, *der Requisiteur* – *реквізитор*); d) names of theatre employees (*der Kassierer / der Kassier* – *касир*, *der Garderobier* – *гардеробник*). The largest group here is made up of terminological names with international formants such as German *-eur*, *-ant*, *-ist* and Ukrainian *-ep/-op*, *-ист/-іст*, *-ант*, *-тор*: *der Requisiteur* – *реквізитор*, *der Benefiziant* – *бенефіціант*, *der Figurant* – *фігурант* etc.

2. Names of the scene and its components: *das Portal* – *портал*, *die Planchette* – *планшет* etc.

3. Names of the components of the auditorium: *der Balkon* – *балкон*, *die Galerie* – *галерея*, *die Loge* – *ложка* etc.

4. Names of components and means of stage art: a) names of means of expressive stage actions and acting (*die Diktion* – *дикція*, *die Intonation* – *інтонація*, *die Mimik* – *мімік*, *die Geste* – *жест*); b) names of negative actor's means of work (*die Deklamation* – *декламаційність* etc.).

5. Names of the external means of stage expressiveness of the performance: a) use of different types of scenic design (*die Dekoration* – *декорація*, *die Kulisse* – *куліса*); b) names of theatrical items (*die Accessoire* – *аксесуар*, *das Requisit* – *реквізит*); c) names of the types of sound design for the performance (*die Montage* – *монтаж*, *der Effekt* – *ефект*); d) names of the lighting devices of the theatre stage (*die Rampe* – *рампа*, *die Soffitte* – *софіт*); e) names of concepts related to the production of the play (*die Person* – *персонаж*, *das Repertoire* – *репертуар*, *die Rolle* – *роль*).

6. Names of the different types, genres of drama and forms of its stage performance: *das Drama* – *драма*, *die Komödie* – *комедія*, *die Premiere* – *прем'єра*, *die Tragödie* – *трагедія*.

7. Names of the components of the play: *der Akt* – *акт*, *der Epilog* – *епілог*, *der Prolog* – *пролог*, *die Szene* – *сцена*.

8. Найменування основних форм драматичної мови: *der Dialog* – *діалог*, *der Monolog* – *монолог*, *die Replik* – *репліка*.

9. Names of theatre roles: *der Komiker* – комік, *die Travestie* – травесті, *der Tragiker* – трагік.

10. Names of common forms of theatre groups and activities related to the organisation of theatre: *die Truppe* – труппа, *die Ensemble* – ансамбль, *das Benefiz* – бенефіс.

11. Reaction of visitors to the performance, methods of theatre advertising and forms of permission to visit the theatre: *bravo* – браво, *die Annonce* – анонс, *das Abonnement* – абонемент.

12. Names of performances that preceded today's theatre and related concepts: *das Drama* – драма, *das Intermedio* – інтермедії.

13. Names of theoretical branches of art history related to theatre: *die Szenographie* – сценографія.

14. Names of actions related to the preparation and release of a special performance: *doubeln* – дублювати, *soufflieren* – суфлювати.

The above classification does not convey a complete picture of the entire thematic diversity of theatrical vocabulary, as it does not contain names of different kinds of theatres such as *драматичний театр* – *das Schauspielhaus*, *пересувний театр* – *das Wandertheater / die Wanderbühne*, *театр комедії* – *das Lustspielhaus*, *театр ляльок* – *das Puppentheater*, titles of theoretical branches of theatre studies, such as *основи драматургії* – *die Grundlagen der Dramaturgie*, *сценічний рух* – *die Bewegung auf der Bühne / die Bühnenpräsenz*, special terminology proposed by individual theatre artists such as *експериментальний театр* – *das Experimentiertheater / die Experimentierbühne*, *дидактичний театр* – *didaktisches Theater*, *das Off* – *задня невидима глядачу частина сцени*, *das Black-out* – *раптове затемнення сцени* etc. The emergence of such terms is due to the need to clarify the main employment. As we can see, in Ukrainian and German, this theatrical vocabulary is represented by word combinations and composites, among which there are no interlingual homonyms.

The category base of the theatre terminology is represented by three grammatical classes of words. The main grammatical class is noun (127 homonymic pairs). Adjectives and verbs are represented to a lesser extent. Because verbs that are needed to denote special processes are more difficult to classify logically, they are usually replaced by verbal nouns: *дублювання*, *мізансценування*, *перетілення*, *суфлювання* etc. The total number of verb homopairs is 7: *debütieren* – *дебютувати*, *doubeln* – *дублювати*, *dramatisieren* – *драматизувати*, *improvisieren* – *імпровізувати*, *inszenieren* – *інсценувати*, *probieren* – *пробувати*, *soufflieren* – *суфлювати*. The peculiarity of adjectives in the theatrical vocabulary is that they perform mainly a classification function, rarely act in an independent function, being components of compound terms, cf.: *акторський прийом*, *бутафорський цех*, *виконавська майстерність*, *декораційне оформлення*. The total number of adjectival homonymic pairs is 5: *dekorativ* – *декоративний*, *didaktisch* – *дидактичний*, *theatralisch* – *театральний*, *total* – *тотальний*, *tragisch* – *трагічний*. In our sample, we also found one interjection *bravo* – *браво*, borrowed from Italian in both languages.

3. Internationalisms and interlingual homonyms in the professional sublanguage of theatre

Among the studied interlingual correspondences we have found both interlingual homonyms, which are a potential source of interference errors, and internationalisms, the meaning of which is the same in German and Ukrainian. The number of internationalisms

is much smaller than the number of interlingual homonyms and amounts to 8 pairs, including 7 nouns and 1 interjection. These include such noun pairs as *die Arie* – *арія* "a vocal work for one voice that is included as an integral part of an opera or oratorio", *der Balkon* – *балкон* "1. a platform attached to the outer wall of a building, connected by a door to the inner room; 2. seats for spectators in a theatre in the middle and upper tiers", *das Ballett* – *балет* "1. a type of theatre art that combines dance, music and dramatic intent; 2. a theatrical performance with a specific plot that is revealed through dance, mimicry and music; 3. a group of artists performing this performance", *der Debütant* – *дебютант* "an artist, athlete, who performs for the first time in front of the public", *der Harlekin* – *арлекін* "1. a traditional character of the Italian 'comedy of masks', who played the role of a witty servant-jester; 2. *fig.* jester", *die Primaballerina* – *прима-балерина* "a ballerina who performs the first parts", *der Regisseur* – *режисер* "director of a play, film, pop and concert programme, circus performance". Another international exclamation is an interjection *bravo* – *браво*, which is used as an expression of praise, approval of something.

The total number of formal correspondences that are not internationalisms is 132 interlingual homopairs, including 120 nouns, 5 adjectives and 7 verbs. Before proposing a confrontational classification of interlingual terminological homonyms on the material of Ukrainian and German theatre terminology, we would like to emphasize that natural correlative variations and differences in formal linguistic (phonetic, graphic, accentological etc.) features of theatre terms in the compared source languages are considered secondary, while their signifying-conceptual correlative differences in the compared terminology systems are considered primary. Such a hierarchy is necessary in order to emphasise the interference-dangerous components of the internal and external forms of terms and thus prevent distortion of the conceptual apparatus of the respective terminology systems.

Among the studied terms, we did not find any interlingual homonyms with accidental phonetic and/or graphic coincidence. All the 132 pairs of interlingual terminological homonyms studied are etymologically related terms. Comparison of the internal side of the studied vocabulary allows us to divide it into two large groups: complete and partial interlingual homonyms.

4. Complete interlingual terminological homonyms

We refer to complete interlingual terminological homonyms as four types of divergence that may overlap:

1) homopairs that have no formal equivalents in German or Ukrainian theatre language, but have such equivalents in other terminologies or spheres of use, for example, *die Charge* – *шарж*. The German word has the terminological meaning "4. (*theatrical*) supporting role with a one-sided character", which is not noted in the Ukrainian equivalent. Such term pairs are interference-dangerous, since interlingual homonymy here intersects with intra-lingual terminological homonymy at the level of different terminological systems of the same source language. Thus, in the example above *die Charge* has several other terminological meanings: "(*military*) rank; a person of a certain rank", "(*technical*) blast furnace loading", "(*pharmaceutical*) series of medicines manufactured during the same working process and from the same raw materials, packaged and marked with the same number", which are not available in the Ukrainian formal equivalent.

Another example is the homonymic pair *der Externist* – *екстерн*, which has the common meaning in both languages of "a person who takes examinations at an educational institution without being enrolled in it". The German examiner has two additional terminological meanings: "(theatre) a freelance actor" and "(medical) a dermatologist". Two common meanings are noted for the pair *das Portal* – *портал*: "architecturally decorated entrance to a monumental building" and "(technical) steel frame, which is a part of a supporting structure, machine bed". The Ukrainian word has a terminological meaning from the theatre sphere: "an architectural frame of a stage that separates it from the audience". The German word is used in the computer industry to refer to the first page of a browser. The pair *der Rang* – *ранг* has two common meanings: "special rank", "category of any objects, phenomena, certain persons". The German word also has two terminological meanings that are absent in the Ukrainian word: "(theatre) tier" and "(sports) place".

In the pair *das Accessoire* – *аксесуар*, the primary meaning of the French word *accessoires* "side, secondary things" < Latin *accedere* "to add" was reinterpreted in both languages in different ways. Thus, according to the dictionary, German *accessoires* denotes the following items: *Taschen, Schuhe, Kleidung, Schmuck, Uhren, Möbel, Brillen, Hüte, Textilien, Lederwaren, Handtaschen, Bekleidung, Kleider, Gürtel, Parfüm, Schals, Kosmetik, Dessous, Farben, Kostüme, Sortiment, Männeranzügen, T-Shirts*. The Ukrainian equivalent has a larger semantic scope, and in addition to denoting fashionable details of clothing, design, decoration, it contains the terminological meaning "small things, objects of theatrical setting; props", which is absent in the German equivalent.

The German polysemantic noun *der Block* has a terminological meaning "a separate part of the spectator's seats in a stadium, theatre", which is not found in any of the five Ukrainian homonymous nouns, cf. *блок*¹, -а "tech. 1. A simple mechanism for lifting heavy objects; 2. The main part of a belt drive"; *блок*², -а "1. tech. a separate, independent part of a building, machine, device, consisting also of separate elements or parts"; *блок*³, -у "polit. association of states, organisations, parties"; *блок*⁴, -у "1. a package of cigarettes, usually containing 10 packs; 2. a series of similar television or radio programmes"; *блок*⁵, -у "protection, obstacle".

A similar picture can be observed when comparing *die Gala* with its three formal Ukrainian equivalents: *гала*¹ "1. In the 17th and 18th centuries, a solemn court festival; 2. In combination with some nouns, it means a particularly solemn spectacle"; *гала*² "people living in Ethiopia and northern Kenya"; *гала*³, -и " (dial.) calf. None of the meanings corresponds to the German equivalent of the term "theatre or opera performance, concert, or performance by artists".

The terminological meaning of *der Ring* "an association of people for the purpose of realising a common goal, the creation and use of certain institutions, for example, a theatre and concertgoers' association" has no equivalent in formally identical Ukrainian words with the meanings *ринг*¹, -у "1. sport a square roped area on a platform where boxing, wrestling and other martial arts competitions are held. 2. an enclosed area where the qualities of a dog are demonstrated at specially organised dog shows"; *ринг*², -у "1. a form of monopoly; a temporary agreement to buy up or withdraw a certain product from the market in order to increase demand and then sell it at a higher price; 2. a system of management decision-making that involves consideration of a problem by a wide range of stakeholders at all levels of a firm's management; 3. stock exchange ring, pit"; *ринг*³, -у "a vortex in the ocean of cyclonic or anticyclonic origin, the cold core of which is limited to a narrow ring of warm waters".

The number of such interlingual homonymic pairs in our sample is the largest and amounts to 26 term pairs. We have also recorded numerous cases when Ukrainian theatre terms derived from Latin, Greek, Italian or French etymological material have no formal equivalents

in German theatre. Such terms pose a certain receptive problem. Thus, speakers with low and intermediate level of foreign language competence try to transform the falsely international form of a term of one (native) language into the morphological and grammatical shell of another (foreign) language. This applies primarily to such Ukrainian words as *буфонада* "1. The manner of acting by an actor who uses the means of excessive comedy // A performance based on such means; 2. *fig.* Inappropriate, brutal bluster", *клоунада* "1. Performances of clowns in the circus; 2. *fig.* Comic grabbing, buffoonery", not certified in German.

2) etymologically related term pairs, whose members, having a similar internal form, denote different referential spheres in different branches of theatre. For example, *die Rampe* has the terminological meaning "(theatre) front, slightly raised edge of the stage as a boundary between the stage itself and the auditorium", while *рампа* refers to a low barrier along the proscenium that covers the lighting equipment from the bottom of the front of the stage, as well as the lighting equipment located behind this barrier.

Another example of a complete interlingual terminological homonymy of this type is the pair *der Chor* – *xop*. In both languages, the nouns denote a group of people singing a song together, a multi-voiced vocal musical work and its performance, a singing group performing vocal works together, and paired and triple strings in stringed musical instruments. These nouns have different terminological meanings in the theatre sphere: *der Chor* is used to refer to a group of actors who comment on events on stage, while *xop* refers to a group of performers in ancient Greek theatre who jointly performed one of the main parts of a performance (singing, dancing, dialogue with other actors).

The difference in terminological meanings is also observed in *der Garderobier* – *зап-деробник*. The German formative means "a person responsible for the care of stage costumes, whose task is to help the actor dress", while the Ukrainian equivalent refers to a person who maintains the room in a public building where outerwear is stored (dressing room).

The ratio of free and terminologically marked values is interesting in the terms *die Maske* – *маска*. Both words are polysemic, having 8 and 11 semantic variants respectively. Both words have in common the basic and some figurative, mostly metonymic, meanings: "a veil covering the face in the stylised form of a human face or animal face", "a person in a fancy dress", "a plaster or other material cast taken from a person's face", "a special face covering for protection, e.g. gauze bandage over the nose and mouth to prevent the spread or penetration of infection", "a device for supplying oxygen during high-altitude flights, underground work", "a dark muzzle of a light-coloured dog" and "in information processing systems, a set of characters used to control the storage or retrieval of certain parts of another set of characters". The terminological meanings of theatre in both words differ. The German *die Maske* refers to the actor's face, changed in accordance with the role he or she is playing with make-up, beard, hand, etc. The Ukrainian *маска* is used to refer to the appearance, characteristic features inherent in an actor portraying a certain type. In addition, the Ukrainian equivalent has two more terminological meanings from the theatre: "a recurring character in Italian comedy of the mid-16th to 18th centuries" and "an entertaining court performance in England of the 16th to 17th centuries dedicated to wedding celebrations".

The number of interlingual homonymic pairs denoting different referential spheres in theatre branches in our sample is 7 homonymic pairs.

3) homonymous term groups formed as a result of intra-linguistic homonymy or paronymy in German, which causes interlingual interference among non-native speakers of German and leads to interlingual German-Ukrainian homonymy, e.g. *der Dramaturg* / *der Dramatiker* – *драматург*. In Ukrainian, *драматург* refers to a writer who creates dramatic works and is

the equivalent of *der Dramatiker*, while *der Dramaturg* means "literary and theatrical adviser in theatre, radio or television". The Ukrainian *напмія* has two German equivalents – *die Partie* and *die Partei*, which are borrowed from the French *partie*. Thus, *напмія* in the sense of "a political organisation that expresses the interests of a social class or its stratum, protects its interests and guides it in achieving certain goals and ideals", "a group of people united by common political and economic interests", "a group of people united by common views, beliefs" is translated in German as *die Partei*. In the meanings of "a certain, usually significant amount of any items, goods collected for shipment, sale", "a certain amount of any products manufactured in production", "a game (chess, cards) from start to finish", "about marriage, as well as about a person who is getting or has been married, in terms of his or her acceptability, suitability" it has the German equivalent *die Partie*. The terms from the theatre sphere "a part of a polyphonic musical work performed by one singer or one instrument", "performance of a part of a polyphonic musical work" correspond to the German *die Partie*.

The Ukrainian verb *пробувати* corresponds to the German verbs *proben* and *probieren*. In the terminological sense of "to test for quality, suitability, to check the condition", for example, to try out an actor for the main role, the German verb *proben* is the equivalent. The German *probieren* also has a terminologically distinct meaning "to rehearse a certain scene", which is not present in the Ukrainian *пробувати*.

The Ukrainian word *реквізіт* has two formal German equivalents: *das Requisit* and *die Requisite*, which are terms from the theatre. In the sense of "a set of real or props necessary for a performance or filming; a single item needed by an actor during a performance or filming", the Ukrainian word is equivalent to the German *das Requisit*. The term *die Requisite* has the meaning "room, place for props", which is absent in the Ukrainian word *реквізіт*.

The Ukrainian word *сценарій* in the sense of "plot outline, plan of a play, opera, ballet" and "a list of actors in a play with the order and time of their appearance on stage" has two German equivalents: *das Szenario* and *das Szenarium*, but in the sense of "film script" it is equivalent to *das Drehbuch*.

The number of such interlingual homonymic pairs in our sample is 8. Although this mixed type of interference is characteristic of low levels of foreign language competence, we believe that it is not given enough attention in didactic works on the topic of translator's pseudo-friends. This subtype is especially important in terms of preventing the creation of incorrect (calculated) equivalents on the basis of international morphemes, when bilingual non-native speakers of German form the term **der Komik* based on the interlingual Ukrainian-German correspondence of suffixes *-ик(a) = -ik* (cf. *міміка – die Mimik*, *пенліка – die Replik*; in total, about 860 nouns of this type), instead of the existing established *Komiker*.

4) pairs of complete interlingual homonyms (both at the terminological level and at the level of common speech) that contain a certain, usually the most general, common seme, which is realised in different ways in each formal equivalent. An interesting example of this type is *chargieren – шаржувати*, borrowed from the French *charger* "to load, to burden, to exaggerate". The Ukrainian word has developed the meaning "to depict someone or something in the form of a caricature; to resort to a caricature", while German has three terminologically distinct meanings "(student.) to appear in a festive outfit of a certain student union", "(theatre) a) to play a supporting role with a one-sided character; b) to play on stage, excessively showing, emphasising any feelings", "(metal) to load the furnaces". The example of the modern meanings that have developed in the compared languages shows that the meaning of "exaggerate" has received two different reinterpretations: in German it contains the seme "to play", and in Ukrainian – "to exaggerate (most often on paper)". In German, another verb, *karikieren*, has

developed to denote a concept similar to the Ukrainian one. Thus, we again get an interference of the semantic type, which is typical for low and intermediate levels of foreign language competence (German language proficiency). The number of contrastive terminological homonymic pairs in our sample is 4 theatre terms.

We have also encountered an interesting case of morphological and semantic homonymy, in which the members of a homopair, despite a slight semantic difference, have different grammatical genders. Thus, the Ukrainian *коруфей* has two terminologically distinct meanings: "in ancient Greek tragedy, a leader and singer of a chorus" and "a dancer of a corps de ballet who performs solo parts". In German, it has two nouns: *der Koryphäe* "a chorus leader in an anthropomorphic drama" and *die Koryphäe* "(ballet, especially Austrian) the first solo dancer". Such a mixed morphological-semantic type of interlingual homonymy is quite rare in terminology, given the etymological similarity of the studied material.

To summarise the above, it should be noted that the relatively small number of complete interlingual terminological homonyms (45 homopairs) is natural given the etymological similarity of the material under study. Although this type of homonymy is dangerous primarily for bilinguals with low and intermediate foreign language competence, it also occurs in simultaneous translation. This applies primarily to cases of morphological-semantic interference, a natural psycholinguistic process in simultaneous interpreting, complicated by extralinguistic factors (e.g., interpreter fatigue, etc.).

5. Partial interlingual terminological homonyms

We refer to partial interlingual terminological homonyms as formally parallel etymologically related units, at least one of the terminological meanings of which refers to the same referent sphere, while the other (others) does not coincide. The number of incomplete interlingual terminological homopairs in our sample is 87 terms. These lexical items are the most insidious advisers for a professional translator, since people with high and intermediate levels of foreign language competence most often mistakenly identify those items that show relatively insignificant semantic, structural and/or extralinguistic differences. For the sake of a comprehensive confrontational presentation of the studied partial interlingual terminological homonyms, we propose several different typologies of their correlative differences, which in specific cases overlap and complement each other, i.e. the same terms can simultaneously participate in different types of homonymic relations.

1. When comparing the semantic structures of the homonymic pairs, we recorded 4 types of differences in the semantic structure:

a) German monosemous term – Ukrainian monosemous term, e.g. *die Apotheose* – *анофeоз* "a solemn scene at the end of a performance or concert in which a nation, hero, event is glorified", *das Casting* – *кастинг* "selection of performers", *der Dekorateur* – *декоратор* "artist who paints scenery", *die Dekoration* – *декорація* "pictorial or architectural representation of the place and setting of an action, set on stage", *doubeln* – *дублювати* "to play a role instead of the main actor", *die Maschinerie* – *машинерія* "a set of various mechanisms, devices intended for the stage, for theatrical performances, circus" etc.

b) German monosemous term – Ukrainian polysemous term. The German *das Foyer* means, like its Ukrainian equivalent, a room in a theatre, cinema, house of culture near the auditorium, intended for the audience to stay before the performance and to rest during the break. The Ukrainian word *фойє* also has a derivative terminological meaning "a room for

artists to rest between acts of a performance", which is absent in the German word. The German word *die Loge* and its Ukrainian counterpart *ложка* mean "seats for several spectators in a theatre hall separated by partitions". The Ukrainian word has a figurative meaning of "people sitting in these seats", which is not recorded in the German equivalent. The terms *das Drama* – *драма* have the same meaning: "a literary work constructed in the form of dialogue without authorial language and intended for stage performance". Ukrainian *драма* has another terminological meaning: "the theatre in which such works are staged".

c) German polysemous term – Ukrainian polysemous term. Thus, the homonymi pair *das Amphitheater* – *амфітеатр* share two terminological meanings: "an open circular or semicircular building for performances with an arena around which seats are arranged in ledges", as well as a metaphorical transfer "rows of seats arranged in ledges". Another pair *das Melodrama* – *мелодрама* refer both to a drama with music and singing and to a dramatic genre characterised by exaggerated dramatic effects and moralising. *Die Oper* and *опера* have two common meanings: the primary meaning "a musical-dramatic work that combines instrumental music with vocal music and is intended to be performed in a theatre" and the figurative metonymic meaning "a theatre where such works are performed".

This group also includes the terms *das Proszenium* – *просценіум* with two common meanings: "in ancient Greek theatre, a platform for actors to perform" and "the front part of the stage, slightly extended into the audience". The German counterpart also has a third terminological meaning from the field of theatre, based on metonymic transfer: "a box bordering the proscenium", which is not attested in the Ukrainian word.

d) German polysemous theatre term – Ukrainian monosemous theatre term. An example is *die Orchestra* – *оркестра* with the common meaning "the central, rounded part of the theatre in ancient Greece, where the choir and artists performed". The German equivalent has two more derivative meanings: "(in 15th-16th century theatre) the space between the stage and the auditorium for the court audience" and "(in 17th century theatre) the space between the stage and the auditorium for the orchestra". The terms *die Revue* – *ревю* have a common meaning "a variety or theatrical show-review consisting of small scenes, vocal and instrumental, dance and circus performances, different in genre but united by a common theme". The German equivalent has also developed a figurative meaning of "a theatre company performing a revue". The terms *die Skene* – *скена* refer to a temporary wooden room in the ancient Greek theatre for actors to change and come out. The German word is also used to refer to the wall adjacent to the proscenium from which actors enter the stage.

In this classification, we have limited ourselves to considering only those meanings of the respective polysemic terminology that relate to the field of theatre. Our sample also includes numerous cases that are interlingual homonyms at the level of common language, while some terminological meanings are full correspondences and do not cause interference errors in translation. Thus, *der Akt* in its second meaning "a large, substantially completed part of a theatrical performance" corresponds to the second meaning of the Ukrainian *акт* "a completed part of a theatrical performance, a dramatic work; action". At the same time, the third meaning "(in a circus, variety show) act" is translated into Ukrainian as *номер*: *ein akrobatischer Akt* – *акробатичний номер*.

Similarly, the terminological meanings of *der Akteur* – *актор* coincide in both languages, denoting a "professional role player". The other meanings of this homopair diverge: *der Akteur* is used to refer to participants in certain events, actors, players, while *актор* has acquired a transitive metaphorical meaning of "a person who shows himself or herself to be something other than what he or she really is". In some cases, when the scope of the meaning is the same, the compilers of the dictionary divided the dictionary entry in the German or Ukrainian word

into subheadings, e.g. *der Autor* is the full equivalent of *автор*, but its meaning is divided into two subheadings: a) "compiler of a literary work, text"; b) (less frequently) "compiler of a musical, artistic work or work of photography, cinema".

These classifications are used as auxiliary ones when describing the following types of disagreements:

1. Cognitive-conceptual discrepancies/identities:

a) based on the non-identity of the dominant seme in the total volume of terminological meanings, such as "procedural → performance". An example is *die Szenografie – сценографія*, which have a common meaning "artistic design of a performance (scenery, costumes, lighting)". The Ukrainian word has developed a derivative meaning "the art of such design";

b) by non-identity of the type "phenomenon → its object", e.g. *das Abonnement* denotes the right to receive newspapers, magazines, theatre or cinema tickets for a reduced fee for a certain period of time. *Абонемент* has also acquired the metonymic meaning of "library registration card of a reader-subscriber";

c) by different degrees of abstraction, namely by the non-identity of the type "an abstract concept of a higher degree of abstraction that includes an abstract concept of a lower degree of abstraction → a concept of a higher degree of abstraction". Thus, *dramatisieren – драматизувати* have a common abstract meaning "to represent some events in a dramatic form". The Ukrainian equivalent also includes the concept of a lower degree of abstraction "to give a work a dramatic form", which is not present in the German word. *Die Phantasmagorie – фантасмагорія* denote a ghostly, fantastic idea of something, fantasy, fiction. The German term also developed the meaning of a lower degree of abstraction "artistic depiction of the ghostly, ghosts on the stage". The adjectives *total – тотальний* denote realities that apply to all, cover all, extend to all, and are synonymous with the words "general, comprehensive, complete". The German adjective has developed in combination with the noun theater a lower level of abstraction, meaning "involving the audience in dramatic events on the stage";

d) by hyper-hyponymic relations (a term with a narrower meaning (hyponym) – a term with a generalised meaning (hyperonym)), e.g. *die Annonce* means any announcement in a newspaper or magazine and is synonymous with the words *Anzeige, Inserat, Werbung, Zeitungsanzeige, Offerte*, while *анонс* means "a preliminary announcement about the next performance, film, lecture".

2. Terminological usage differences:

a) chronological differences such as "outdated term – modern (current) term". An example is the homonymic pair *das Benefiz – бенефіс*, which has the same meaning as "a performance in honour of an artist", the German meaning being outdated. The more common meaning in German is "charity event", e.g.: *Ein Benefiz im Holzfoyer zugunsten der Tsunami-Opfer stand anstelle der ursprünglich annoncierten Soiree zu Faust auf dem Programm (fr-aktuell.de vom 27.01.2005)*. The Ukrainian word has developed a perennial non-terminological meaning of "the moment of supreme success, glory".

The terms *die Galerie – галерея* have a common meaning of "upper tiers of the theatre", and this meaning in the German word is marked as obsolete; instead, the combination *oberster Rang* is used: *Der zweite, oberste Rang, der Publikumsrang, setzt wie der erste Rang mit einer konvexen Ausschwingung am Proszeniumsbereich an (http://www.baufachinformation.de/denkmalpflege)*. *Die Galerie* refers primarily to art exhibitions and is synonymous with the words *Ausstellungsraum, Gemäldesammlung, Bildersammlung*: *Die Galerie versteht sich nicht als begrenzter Kunstraum, sondern als öffentlicher Ort, so Künstlerin Susanne Schulz (lvz.de vom 04.01.2005)*.

3. Functional differences:

a) within the theatre language of the type "atypical (unofficial) term – typical (official, recommended) term" like *die Rampe – rampa*. *Die Rampe* as a typical term refers to the front, slightly raised edge of the stage as the boundary between the stage and the auditorium and in this sense is used in the stable expression *über die Rampe kommen/gehen* "to be a success with the public". The Ukrainian equivalent *rampa* in the sense of "theatrical stage" is rarely used, as indicated by the corresponding marking in the dictionary entry;

b) a discrepancy of the type "a high style term – a neutral or universal term". An example is the homonymic pair *der Akteur – актор*. In the sense of "a performer in theatre performances", the Ukrainian word is a neutral term, while the German equivalent is a high style term, which is more often used instead of the neutral *der Schauspieler*;

c) discrepancy of the type "atypical/typical term for the national source language". Thus, the Ukrainian word *касир* in the sense of "someone who receives and gives out money, sells tickets, etc." has two German equivalents: *der Kassier* and *der Kassierer*, and the use of *der Kassier* is limited geographically (southern Germany, Austria, Switzerland).

The study has shown that the phenomenon of interlingual homonymy in the sublanguage of theatre unites not only closely related but also genetically distantly related languages. Of the 132 German-Ukrainian terminological homonymic pairs studied, 58 are of Latin (44%), 27 are of Greek (20%), 26 are of French (20%), 8 are of Italian (6%), 6 are of English (5%) and 1 is of Arabic origin (1%). Four words are Germanic in origin, and two are borrowed from Low Germanic dialects.

6. Conclusions

The analysis of interlingual homonymy in the theatre terminology allows us to conclude that the theatre terminology and general literary vocabulary are correlated as parts and whole. The theatrical vocabulary is a subsystem of the general literary language, the most significant and informative part of the lexical system of the language of the performing arts. The theatrical vocabulary is thematically diverse and includes 14 thematic groups. The composition of the studied vocabulary was replenished in the process of the study by terminologising commonly used words and borrowing theatrical names from other languages. In terms of quantitative indicators, Latin, Greek, and French had the greatest influence on the theatrical vocabulary, with Italian and English having a slightly influence.

Among the studied interlingual correspondences, we found both interlingual homonyms, which are a potential source of interference errors, and internationalisms, the meaning of which is the same in German and Ukrainian. The number of internationalisms is much smaller than the number of interlingual homonyms and amounts to 8 pairs, including 7 nouns and 1 interjection. The total number of formal correspondences that are not internationalisms is 132 interlingual homopairs, including 120 nouns, 5 adjectives and 7 verbs.

Comparison of the internal side of the studied vocabulary allows us to divide it into two large groups: complete and partial interlingual homonyms. To complete interlingual terminological homonyms we refer four types of divergence that may overlap: a) homonymic pairs that have no formal equivalents in German and Ukrainian theatre language, but have such equivalents in other terminologies or areas of linguistic use; b) terminological pairs whose members, having a similar internal form, denote different reference spheres in different areas of theatre; c) homonymous terminological groups formed as a result of intralinguistic

homonymy or paronymy in German; d) pairs of complete interlingual homonyms (both at the terminological level and at the level of common speech) containing a certain, usually the most general, common seme, which is realised in different ways in each formal equivalent. We refer to partial interlingual terminological homonyms as formally parallel etymologically related units, at least one of whose terminological meanings relates to the same referential sphere, while the other(s) do not coincide.

At the conceptual level, we distinguish the following types of discrepancies: a) by the non-identity of the dominant seme in the total volume of terminological meanings, such as "procedural → performance"; b) by the non-identity of the type "phenomenon → its object"; c) by different degrees of abstractness; d) by hyper- hyponymic relations. Terminological usage discrepancies are represented in our sample by chronological discrepancies of the type "outdated term – modern (frequent) term". At the functional level, we distinguish the following types of discrepancies: a) atypical (informal) term – typical (official, recommended) term; b) high style term – neutral or universal term; c) atypical/typical term for the national target language.

The above allows us to draw a general conclusion about the need to create an interlingual dictionary of terminological homonyms in the field of theatre, which would generalise the practice of live theatrical word use, show the wide possibilities for accurate and vivid designation of theatrical realities (concepts) by means of the national language, thereby contributing to the improvement of translation and terminological culture in general.

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EDUCATIONAL EVENT AS A COMPONENT OF THE SYSTEM OF LANGUAGE TRAINING OF FOREIGN STUDENTS

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Summary

The article discusses one of the aspects of the educational process organized by the Department of Language Training at Zaporizhzhia State Medical and Pharmaceutical University, which faces certain challenges due to psychophysiological and linguistic factors. The former are related to overcoming differences in the sphere of education, requirements and control systems, as well as mastering new social-cultural, educational spaces, and moral-ethical norms of behavior; the latter are due to the complete absence or insufficiency of language training. All these and other problematic issues are in the focus of the tutor during the educational process. These two types of activities are interconnected, as the educational process is aimed at acquiring knowledge, professional skills and abilities, while the upbringing process contributes to the personal improvement of the student. Extracurricular educational activities allow students to improve their knowledge of the Ukrainian language, develop communicative abilities, reveal their inner potential and feel the team spirit. This, in turn, improves the quality of two-way communication between teacher → student and student → teacher.

Key words: educational process, extracurricular work, psychophysiological factor, speech factor, Ukrainization.

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1. Introduction

The global Ukrainization of society and the adoption of the Law of Ukraine on the Ukrainian language facilitated the rapid transition of higher education from Russian to Ukrainian. This process has created certain difficulties specifically for foreign students who chose Ukraine for their studies. Mastering the state language is extremely challenging for foreign students, although some of them show interest and demonstrate significant success. To facilitate faster language acquisition, language teachers not only improve traditional teaching methods

but also constantly create new ones: presentations, electronic textbooks with audio recordings for specific topics, multimedia presentations, various tables, illustrations, online courses, etc. are being developed. All these forms help to improve the process of two-way communication between teacher and student, student and teacher. Additionally, involving this process in educational work has a positive impact not only on the development of speaking skills but also on understanding what is heard.

The importance of educational work cannot be underestimated – it is the most challenging direction in educational practice with both domestic and international students in institutions of various levels. The educational process with representatives of the first category proceeds in more comfortable conditions since the unifying factors are mentality, nationality, and language. International students are a special contingent that requires a special approach. As D. Katsapov notes, educational work among international students has a more individual character. It is determined by the fact that these students have different levels and customs of upbringing, represent various countries of the world, cultures, and significantly differ from each other in religious and national traditions (*Katsapov, 2012: 75*).

The aim of the article is to analyze and theoretically justify the impact of educational activities on the speech competencies of foreign students at a medical education institution.

2. Literature Review

In achieving the stated goal, not only the educational process but also extracurricular work with foreign students plays a significant role. This aspect of the problem has attracted the attention of many scholars-methodologists, whose research can be conditionally divided into two directions: works on linguo-cultural topics (*Z. Vasylylko, I. Vasylytsova, O. Hrynychshyn, I. Dorozhko, L. Zasekina, O. Krovtytska, O. Kuznetsova, L. Onufriyeva, O. Palka, V. Spivak, O. Chepil, N. Yadlovska, etc.*) and studies aimed at investigating the educational aspect and its impact on the development of language competence of foreign students in medical universities (*O. Denha, I. Zaharkiv, I. Zolotarova, O. Ponomarov, etc.*). A significant number of works testify to the keen interest of researchers in the problem of the impact of educational activities on the development and improvement of the linguistic abilities of foreign students. Some of the issues related to the problem remain debatable today, which determines the relevance of the chosen topic.

3. Presentation of the Main Research Material and Obtained Results

The principles of foreign students' stay in a new country, as mentioned earlier, are primarily associated with two main factors: psychophysiological and linguistic.

The psychophysiological factor manifests in educational and cognitive difficulties overcoming differences in education systems; new requirements and knowledge control systems; difficulties in adapting to a new social, cultural and educational environment of higher education institutions; moral and ethical norms of behavior and coexistence and everyday life challenges.

The linguistic factor mainly manifests in insufficient language preparation (or its absence). Foreign languages should be learned in an inseparable unity with the world and culture of the peoples who speak this language, as a means of communication between representatives of different nations and cultures (*2017: 39*). The main task of the teacher is to take into

account the specifics of the linguistic environment and, hence, to show the beauty of the language, gradually and unobtrusively engage students in communication, and acquaint them with the culture and traditions of Ukrainians. Such tasks can be successfully accomplished not only through educational but also through extracurricular educational work, which is carried out in two forms: 1) educational and upbringing work conducted during the lesson, and 2) purely upbringing (extracurricular/out-of-class) work.

This process in higher education institutions is purposeful and depends on many factors: the professionalism of the teaching staff, their spiritual, moral, ethical, and business qualities, the level of interaction with foreign students, and the influence on their consciousness with the aim of forming a balanced life stance in them, the ability to perceive, use, disseminate, and acquire the necessary experience, the ability to be carriers of leading ideas, etc. Z. Kurlyand et al. (2007) notes that the process of education is a regular, sequential, continuous change of development moments of interacting subjects. The main system-forming element of this process is pedagogical interaction.

Educational work is multidirectional and covers various areas, starting from extracurricular communication (involvement of etiquette forms, conversational vocabulary, etc.) and ending with understanding the sociocultural features of a particular region. The implementation of the sociocultural component ensures intercultural communication, in which the foreign student is a full-fledged bearer of cultural information and becomes a participant in the «dialogue of cultures» (Kovalik, Sitkar, 2018).

All educational activities have an appropriate thematic direction and are presented in the form of Table 1.

Table 1

Characteristics of thematic educational activities

No.	Direction	Topic of the event	Type of event
1.	Professional training	«Etiquette and Manners of Behavior of a Health-Care Professional» «The Educational events of communication between the doctor and the patient»	discussion-reports
2.	Ukrainological orientation	Meet St. Nicholas	talk
		Greetings on New Year's Eve	flash mob
		The concert-fantasy «Magic Night» based on the work of N. Gogol «Night Before Christmas»; «Christmas Star»	theater visit
		The World of Ukrainian Shchedrivok: songs «Good Evening to You, Mister Master», «Shchedrik» by composer M. Leontovych	concert
		Educational events and Traditions of Ukrainians and Indians	video tour
		«Man. Culture. History», «Spirit of the Cossacks – Zaporizhia spirit», «Khortitsa – the cradle of the Cossacks»	talks
		singing the songs «Galya Carries Water», «Red Ruta», «Mother Ukraine», «Manifesto»	Concert on the Day of Ukrainian Literature

Table 1 (continuance)

3.	Local history aspect	A thematic lecture by Zaporizhia writer and journalist Valentin Terletsky in the bookstore «E» on the Day of the Ukrainian Cossacks	lecture-meeting with the writer
		«How the Cossacks played soccer», «How the Cossacks were celebrating their wedding».	watching animation films
		Cossacks in Zaporizhia.	quiz
		Historical and Cultural Complex Zaporizhian Sich	guided tour
		In the study of the theme «The city where I live and study» we visited the museum of experiments»	guided tour
4.	Linguistic orientation	«Ukrainian language from «A» to «Z»	talk
		Linguistic tournament «Language unites all», «Higher and higher degree of comparison»	quizzes
		Mini-competitions «Who can repeat», formation of new words «Who is bigger?», «Linguistic Playland», «Riddles»	mini-competitions
5.	Literary orientation	Exhibition to the works of writers T. Shevchenko, L. Ukrainka, I. Franko, «The word to the word is the language»; to the 205 th anniversary of Taras Shevchenko	exhibitions are organized with the assistance of students from different courses
		«Poetry microphone» (on examples of Ukrainian children's poetry)	video tour
		«Where does a student get his money», «Laughter and Tears», «Our Guys»	fiction reading of humoresques by Pavel Glazov
		«Spring 2019»; «Poetry – Freedom of the Heart»	poetry and recitation contest
		Birthday celebration for writer and poet Lina Kostenko	poetry recitation
		Creative interactive and poetry from Tatiana Kondik	interactive meeting
6.	Artistic direction	Regional drawing contest «Picturesque Zaporizhia Region», dedicated to the 80th anniversary of Zaporizhia Region	contest
		«Happy Teacher's Day»	concert

Educational measures aimed at the professional training of students are conducted both during class (consolidation of material) and extracurricularly (ability to outline a range of problems and the ability to solve them, expression of one's own opinion, debates). G. Shelest notes: «The task of the teacher is to seek ways to engage the pupil/student in communicative interaction, to find such ways and techniques to make them engage in conversation.

One of the means of solving such a task is the creation of educational speech and problem situations in classes, in which the pupil/student becomes confident in their ability to independently express their thoughts, desires, aspirations, and freely communicate with the teacher and with each other. The pupil/student must on their own (without the support of

the teacher or exercise samples) exchange thoughts, greetings, and talk about their successes» (*Shelest, 2018: 54*).

Educational events of Ukrainian studies orientation have exceptional cognitive value, which are organically complemented by materials and information about the history and culture of the Zaporizhzhia region. They are accompanied by musical material: students are offered to listen to excerpts of songs and express their thoughts, share what feelings the song evoked. V. Bader notes that one of the effective means of forming linguistic and country studies, and accordingly communicative competencies, is authentic song material. Indeed, the Ukrainian song is one of the main, quite effective means of teaching all types of speech activity in a foreign language, mastering the language and cultural background of the country, and developing aesthetic tastes (T. Arendarenko, I. Korshunova, N. Koroleva, O. Kulikova, I. Marenkova, T. Potapenko and others) (*Bader, 2008*).

The regional studies aspect allows for a better understanding of the history and culture of our native region.

Educational events of a linguistic orientation (language contests, discussions, etc.) gain special significance for the linguistic integration of foreign students. Language contests belong to special types of educational events because they foster a spirit of victory, support, leadership and collectivism.

Educational events of a literary orientation offer significant opportunities for improving the language preparation of foreign students. A. Tsaruk notes: «Adequately selected poetic material that matches the students' level of knowledge, skills, and abilities at a given stage of education enhances motivation and allows not only to reveal the communicative and cognitive but also the expressive function of the material. ... Creating a friendly atmosphere in the classroom serves as a catalyst for students' confidence in their abilities, increases their success, and opportunities for creative self-realization» (*Tsaruk, 2010*).

The artistic direction of educational work can also become an effective tool in mastering the Ukrainian language by foreign students, revealing their hidden talents and ultimately allowing them to feel more confident in society.

During musical performances, students have the opportunity for self-expression, leading to a cultural and informational exchange among all communication groups. Typically, they choose 50% of the musical and song accompaniment in the Ukrainian language, during which they demonstrate an understanding of the selected material, a sense of rhythm and emotional richness. Students exhibit various musical preferences. According to L. Shcherba, the selection of song material depends on the age, gender, national, and ethno-psychological characteristics of the learners (*cited by Kharitonova, 2007: 168*). It is worth noting that there is experience in studying grammatical constructions, lexical units, and phrases through songs by the contemporary Ukrainian band «Okean Elzy», which is liked by most foreign students for its Slavic melodiousness [*ibid*].

Conducted events help to reveal the inner world of a student, his potential, allow to feel the team spirit, to get to know each other better, which, in turn, contributes to the integration of cultural components into the process of teaching foreign students, the development and improvement of language use skills in real-life situations.

Promising, in our view, is the direction of creating modern support for the educational process, which fosters motivation and interest in learning the Ukrainian language by foreign students.

Such a comprehensive combination of education and upbringing yields significant positive results, which are reflected both at the communicative and cultural levels. Unlike

the educational system that focuses narrowly on information acquisition, the socio-cultural (educational) approach allows for forming an understanding of history, culture, traditions as a unified whole, in which all elements are closely interconnected, forming a certain chronological chain.

In the educational and upbringing process, a crucial role belongs to the curator. It is the curator who, through various types of educational activities, organizes a system of relationships in the academic group, creating conditions for the creative self-expression of each student, preserving his uniqueness and revealing potential abilities, and carries out individual correction of the process of mastering language competencies. The curator is the first among the faculty members to join the adaptation process of foreign students. It is he who acts as the organizer of various events and involves students in active participation in them.

An author's program of extracurricular activities has been created at the Department of Language Training of ZSMFU, the implementation of which should result in the deepening of foreign students' speech competence. The content of the program for foreign students facilitates the acquisition of language skills and abilities that ensure the possibility of practical use of the Ukrainian language as a means of communication and education.

4. Conclusions

As practice has shown, educational events with a learning component are an effective means of developing the language competence of foreign students, but at the same time, they require a constant search for new forms and methods of implementation.

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THE DEVELOPMENT OF AMERICAN ENGLISH: A RETROSPECTIVE ANALYSIS

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Summary

The aim of this paper is to identify the influence of the British population and other nations on the formation of the American English language.

Dissatisfaction with the church, living conditions in England led to the search for another, more ideal place to live. Coming to the territories of America, the British did not have the perfect British pronunciation, as a result of which dialects prevailed in this territory.

In America, preserving the canonical Old English language, American English under the influence of life circumstances, the growing number of emigrants from different countries, and climatic conditions began to gradually change. After the declaration of independence in the USA, the new words were very different from British English. Regionalization influenced the formation of idioms (fixed expressions) that received a regional tone. Phrases that from the point of view of British English are unacceptable and are a complete violation of English grammar are easily used in the USA and are considered acceptable.

The declaration of independence of the United States, obtaining political freedom by citizens gave the opportunity to freely use sounds, words, and expressions. However, in general, the American continent is making its own changes in the development of the English language, which are not perceived by the British. The close economic connection between the countries has prevented radical changes in the American English language and promotes intercultural exchange between the countries.

Key words: American pronunciation, international language, tendency, sounds, Britain English, writing.

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1. Introduction

The Old English language was brought by emigrants to the American continent and spread throughout the territory. However, on the American continent, Old English received a new life and began to develop according to American traditions, as a result of which the British English language received a new direction of development. The purpose of the work is to identify the influence of the British population and other nations on the formation of the American English language. Language in today's world is a dynamic system that develops according to internal and external canons, which is influenced by global development (views, values of other states). The purpose of this work is to determine the rules and place of American English in the world. During the study of phraseological units of the American English language, the inductive (when describing the American English language) and the comparative method (when we analyzed words, sounds in American English and British English) were used. The modeling method helped predict the directions of development of American English phraseology.

American English was formed in the 20th century, which was reflected in word formation and spelling. A similar situation actualizes the need to study American English. Yu. A. Zatsny, I. K. Bilodid, A. V. Botsman, L. A. Bulakhovskyi, A. Bengt, B. Harald, A. P. Cowie, M. Eve-raert, Erik-Jan van der Linden, A. Schenk, R. Schrader, R. Glaser, S. Bally contributed to the development of American English language. For the best understanding of formation American English we should know the process of its developing.

2. Appearing old English in American territories

Despite the increasing amount of research within phraseology in the past fifty years, and the consequent improvement regarding the delimitation of the units that constitute its object of study, there seems to be still a great diversity of criteria. This hinders the consolidation of a systematic and scientific study of this topic (*Toffol, 2011:5*).

The American linguist Max Weinreich once jokingly said that "a language is a dialect, the characteristic feature of which is the presence of an army and a navy", arguing that the perception of a particular speech as a separate language or dialect is influenced by the political factor.

The United States has been an independent country for over two centuries, and its army and navy are considered the most powerful in the world. Despite the country's leadership in many areas, American English has not become a separate language. To understand these processes, a retrospective analysis is required. Analysis of the processes of the formation of American English will provide an understanding of the current linguistic phenomena occurring in the language.

In the middle of the 17th century, Britons who had a thirst for travel went to populate the American land, or everything was not right in Great Britain, or ordinary Britons sailed to America without knowing proper English. That is, these are people who, in their development, are admirers of their culture and admire the culture of other countries. Settlers from Britain were not fans of the Anglican Church. So, dissatisfaction with the church, living conditions in England led to the search for another, more ideal place to live. Coming to the territories of America, the British did not have the perfect British pronunciation, as a result of which dialects prevailed in this territory.

Having large American territories, the cultivation of tobacco began, the large harvests of which began to attract even more workers, people with money and needed a huge number of slaves. Consequently, the formation of American English was influenced by the opportunities that opened up to the newcomers.

From that point on, British English and American English began to develop in their own way. In American territory, the British spoke a mixture of dialects using correct and incorrect English. At that time, the literary language in the 17th century in America was a mixture of English languages.

3. The process of transformation English in the USA

During the development of the American territories, British English developed and changed dynamically, while American English underwent the least change. During the Revolutionary War between England and America, the British pronounced the entire "r" sound in a word, regardless of the place in the word. King George III and George Washington pronounced

the words *after*, *ask*, *dance*, *glass* and *path* the same way, that is, the letter *a* sounded like *e*, as in the words *bat* and *rat*.

In these words, the modern British pronunciation of the letter *a* sounds like *e*, but previously such a pronunciation was considered the lowest class pronunciation.

At the same time as pronunciation, the use of words and expressions in Great Britain and North America began to change.

Bill Bryson in *Made in America: An Informal History of English in the United States* listed words that the English stopped using and Americans continued to use.

Worthy of attention are British Eng. *hut* (Amer. Eng. *cabin*), Brit. Eng. *mistake* (Amer. Eng. *bug*), Brit. Eng. *pack of cards* (Amer. Eng. *deck of cards*), Brit. Eng. *ax* (Amer. Eng. *hatcher*), Brit. Eng. *litter* (American Eng. *trash*).

American English has preserved the past participle form to this day. In particular, in American English, the past tense form of the verb *got* from the British verb *get* is quite common *gotten*, *fall* in Amer. English and *autumn* and in the UK English.

In Amer. English the word *mad* is used in the sense of angry, although in Brit. English it's crazy. By the way, the word *sick* is in Amer. English. The word *sick* in American English has a more general meaning in contrast to Eng. *ill*.

Preserving the canonical Old English language in America, American English gradually began to change under the influence of life circumstances, the growing number of emigrants from different countries, and climatic conditions.

In the initial stages of the formation of the American English language, from the Spanish language in the American language as *canyon*, *plateau*, *coyote*, *coyote*, *tornado*, *tornado*, *mesa*.

From French, words like *prairie*, *bureau*, and *levee* came into American English.

Bluff, *boss* and *waffle* came from Dutch, and German gave *pretzel*, *sauerkraut*.

African slave languages also contributed, including *goober*, *jambalaya*, and *gumbo*.

Later groups of immigrants brought even more words. And many words were borrowed from indigenous cultures, for example, *moose*, *raccoon*, *opossum*, *skunk*, *squash*, *toboggan*.

With the emergence of American state bodies and authorities, new words appeared – *congress*, *senate*, and *assembly*.

And some words were formed from already existing bases by combination – *rattlesnake* (*rattle*+*snake*), *bluegrass* (*blue*+*grass*), *bobcat* (*bob*+*cat*), and later – *sidewalk* (*side*+*walk*) (British English *pavement*), *skyscraper* (British English *tower block*) and *drugstore* (British English *chemist's*).

Summarizing the above, after the declaration of independence in the USA, the new words were very different from British English. English cars have a *boot* and a *bonnet*, while American cars have a *trunk* and a *hood*, respectively.

At the early stage of colonists' residence in America, the language was not much different from Old English in Great Britain. Residents from different parts of Great Britain came to the American continent, speaking different dialects, which generally influenced the formation of the American English language. On the one hand, the prevalence of the Old English language, although with different dialects, united people, and on the other hand, it gave the language a different color and shades. The USA is quite a large country, and where emigrants settled, the language became local.

Given the vast territory of the USA, dialects began to appear in the regions, in particular, similar processes are characteristic of the present-day USA. By analogy, in the USA and Great Britain, person easily turns into *parson*, *frightfully* into *fraffly*.

Regionalization influenced the formation of idioms (fixed expressions) that received a regional tone. Phrases that are unacceptable in terms of British English and are a complete violation of English grammar are easily used in the US and are considered acceptable "*I might do that*", "*Anymore, we do it this way*" and "*So don't I*".

The declaration of independence of the USA and the obtaining of political freedom by citizens gave the opportunity to freely use sounds, words, and expressions. Since the Americans achieved political freedom, they felt that they had the right, even the obligation, to freely use their language.

4. Creation first American dictionaries

American linguist and lexicographer Noah Webster wrote in his "Treatise on the English Language" in 1791: "As an independent nation, honor requires us to have our own system both in government and language." However, not all Americans supported the idea of developing their own language. In 1800, Caleb Alexander published the "Columbia English Dictionary", one reviewer wrote that it was a disgrace to the language and a collection of disgusting words invented by rascals from every part of the United States.

During the 19th century, there was a great battle of American English dictionaries – between the pro-American Webster (published in 1818) and the British approach of Nathaniel Worcester (the first dictionary was published in 1830).

Webster's and Worcester's dictionaries were equally popular with the people. However, famous people of the time tended to use Nathaniel Worcester's dictionary, notably writers Longfellow and Hawthorne, and in particular Noah Webster's distant relative, Nathaniel Webster, also used a pro-British dictionary.

Webster's Dictionary won because no one had heard of Worcester's Dictionary. The desire to have one's American identity, originality won. Indeed, the British did not like it and began to develop the language in the opposite direction than the Americans.

Noah Webster, in his radical dictionary, tried to reform the spelling of words. The author of the dictionary proposed to write bred instead of bread, giv instead of give, meen instead of mean, speke instead of speak, karacter instead of character, ake instead of ache, tung instead of tongue. tongue". In general, Noah Webster suggested writing words as they are spoken, avoiding unpronounceable letters. The above changes in vocabulary have been reversed in the American orthography.

Webster generalized the usage in American and British English by using instead of color and color or naturalise and naturalize. After the Americans actively used the second option, the British began to use the first option.

Noah Webster's other grammatical suggestions in writing words deserve attention, by the way suggested *center* instead of *centre*, *defense* – *defence*, *connection* – *connexion*, and *checker* and *masque* – *checker* and *mask*. The changes initiated by the author of the dictionary came into use among Americans. Proposed changes to drop the *k* in words like *magick*, *musick* and *logick* were adopted by the Americans and adopted by the British.

Summarizing the above, the British despise the language changes proposed on the American continent. Although the Americans and British have accepted to drop the letter *k* in the words *magick*, *musick* and *logick*. However, in general, the American continent is making its own changes in the development of the English language, which are not perceived by the British. Today's American English is based on British English, while many words have been added

to the development of American English, including *belittle*, *caucus*, *prairie*, *cloudburst*, *blizzard*, *cafeteria*, *cocktail*, *talented*, *reliable*, and *influential*.

Trade between Great Britain and the USA is constant and there is a systematic exchange of culture and cultural values. The close economic ties between the countries prevented radical changes in American English and facilitated the exchange of words. At the same time, for Americans, Great Britain is the center of English culture, where Americans consider it obligatory to come and visit outstanding places.

Regions of the United States where the language is significantly different from English do not have such significant political power, and their language is not accepted in the national American culture. New York and other leading US cities, as well as universities, follow a version of English that is almost indistinguishable from Standard British English. American English is the language of business, commerce, and advertising.

Over the past decade, the issues of advertising, advertising messages, texts, and advertising discourse, in general, have been the subject of numerous studies. It is hard to imagine a modern society without advertising. Representing a certain type of social interaction, advertising covers almost all spheres of life in modern society, related to various types of human activity. Advertising text and advertising discourse are studied from the standpoint of sociolinguistics, linguoculturology, psycholinguistics, and media linguistics. In addition to informing the audience about objects and events, advertising serves as a tool for attracting and retaining the audience's attention, exerting a certain influence (using various strategies and tactics), namely, language influence and inducing any actions (*Kapral, Usova, Maksymova, Yefymenko, Boyko, 2023*).

5. Conclusions

American English is a variant of English, but based on the common English language, American English began to develop according to its own canons. Emigrants from the Old World brought the Old English language to the American territories. In the early stages of the formation of the USA, the Old English language did not change, but on the British continent there were changes in the language. After the declaration of independence of the USA, the Old English language received a new life under the influence of other emigrants, the local population, and the climate. In general, the British did not accept the changes brought to the language on the American continent, realizing that the arriving emigrants, the British, were not sufficiently educated in Great Britain. Mostly people who were poor or had problems in England went to the American continent. For this reason, Noah Webster's dictionary published in the USA was criticized for being too radical in terms of pronunciation and spelling, but it was still used by ordinary Americans.

The phraseological stock of American English will be constantly filled with new phraseological expressions. Previously, at the beginning of the 20th century, the USA was the only leading country, which determined the only influence on the development of the phraseological stock of American English. China's growing role has influenced the phraseology of American English through the creation of new global technical solutions, gadgets, food, toys, and leisure. Prospects for further scientific research are the study of modern American English in the 21st century.

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ROZWÓJ GATUNKU OPEROWEGO W AZERBEJDŻANIE

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Streszczenie

Opera jest złożonym dziełem syntetycznym, łączącym tekst i strukturę sceniczną muzyki i dramaturgii. Korzenie niektórych elementów powstającego w naszych czasach gatunku opery należy wiązać z przeszłością historyczną. Znaczenie słowa opera pochodzi od włoskiego słowa oznaczającego budowanie, budowanie, budowanie. Treścią jest prezentacja różnych gatunków muzyki w języku scenicznym.

Mechanizmy rozwoju gatunku operowego zarówno klasycznych kompozytorów europejskich, jak i kompozytorów azerbejdżańskich są szczegółowo badane przez współczesnych muzykologów narodowych. Kształtowanie się opery jako najbardziej złożonego i wieloaspektowego gatunku muzycznego naszej kultury odgrywa ważną rolę w kształtowaniu gustu estetycznego młodego pokolenia. Największe prace w tym zakresie spoczywają głównie na wydziałach i katedrach szkolnictwa wyższego, które w placówkach oświatowych prowadzą prace na specjalności kompozycja zawodowa i muzykologia. Na marginesie należy zaznaczyć, że artykuły, monografie i rozprawy pisane z zakresu studiów nad tą dziedziną wyrażają także zainteresowanie kierunku muzycznego tą dziedziną. Na tym polu niezaprzeczalne są zasługi Uzeyira Hajibeyova, założyciela profesjonalnej szkoły kompozytorskiej w Azerbejdżanie.

Pod wpływem postępowej myśli filozoficznej i estetycznej klasyczna opera azerbejdżańska, która rozwinęła się w życiu publicznym, stała się jednym z niezwykłych obszarów kultury narodowej Azerbejdżanu XX wieku. W ubiegłym stuleciu wszystkie obszary narodowej twórczości muzycznej Azerbejdżanu przeszły trudną i zaszczytną drogę i w kierunku oświecenia stały się nieodłącznym bogactwem kulturowym narodu.

Słowa kluczowe: Opera, muzyka, styl, charakter, twórczość, opera na Wschodzie.

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1. Wstęp

Opera jest złożonym dziełem syntetycznym, łączącym tekst i strukturę sceniczną muzyki i dramaturgii. Korzenie niektórych elementów powstającego w naszych czasach gatunku opery należy wiązać z przeszłością historyczną. Znaczenie słowa opera pochodzi od włoskiego słowa oznaczającego budowanie, budowanie, budowanie. Treścią jest prezentacja różnych gatunków muzyki w języku scenicznym. W tym gatunku szeroko stosowane są tańce ludowe, pieśni i pantomimy. W VII wieku gatunek ten był przedstawiany jako tragedia starożytna i muzyka religijna, jednak w VIII wieku wszyscy europejscy kompozytorzy tego gatunku zaczęli preferować posługiwanie się librettami pisanymi na tematy uniwersalne. Tworzenie i rozwój opery dzieli się głównie na dwa typy:

- 1) Opery oparte na zamkniętym systemie liczbowym
- 2) Opery oparte na ciągłym, kompleksowym rozwoju

W zasadzie często w tej samej operze widzimy połączenie tych dwóch typów, ale kompozytor i tak ostatecznie preferuje jeden z tych dwóch typów. Utwory wykorzystane w scenach opery można podzielić na dwie części ze względu na charakter i rozwój tematyki, na której zbudowane są opery:

- 1) Opery, w których dominuje śpiewny i melodyjny styl prezentacji
- 2) Opery, w których dominuje recytatywny styl prezentacji

Ten czy inny rodzaj recytatywu nie należy do żadnego rodzaju opery. Rzecz w tym, że przewaga początku melodycznego recytatywnego lub pieśniowego może znacząco zadecydować o ogólnym obrazie opery.

W wymiarze czasowym opera może brzmieć dłużej niż jakikolwiek inny gatunek muzyczny. Opera łączy w sobie strukturę muzyczną i sceniczną jako całość o złożonej strukturze. Długość opery przekracza wielkość wszystkich znanych gatunków muzycznych.

To nie przypadek, że arie często spotykane są w gatunku operowym. W gatunku operowym ważne miejsce zajmują arie. Innymi słowy, gatunek arii bezpośrednio określa wiodące znaczenie postaci i obrazów w operach, a pod względem treści wyraża główną cechę postaci. Pozwala to jaśniej przekazać słuchaczowi obraz bohatera czy mrocznych sił poprzez język muzyki. Aria można pisać w formie dwuczęściowej, trzyczęściowej lub ronda. Wyjątkiem jest „Aria Rusłana” z opery Glinki „Rusłan i Ludmiła”. Należy zaznaczyć, że aria z reguły zawiera co najmniej dwa porównywalne tematy muzyczne, które najlepiej oddają słuchaczowi charakter bohatera. Na koniec wypada powiedzieć o miejscu arii w operze, że są one obowiązkowym składnikiem kreacji głównych bohaterów.

Kompozytorzy charakteryzują inne obrazy arioso i piosenkami. Analizując gatunek operowy, należy przyjrzeć się harmonicznemu strukturze gatunkowej, która ukształtowała się w ciągu ostatnich 2–3 stuleci. Z tej analizy można wyciągnąć wniosek, że studiowanie historii gatunku opery pozwala lepiej zrozumieć treść dzieł muzycznych, dlatego ma ogromne znaczenie w edukacji muzycznej i nauczaniu. W szerokim znaczeniu forma operowa jest artystycznie zorganizowanym ucieleśnieniem jedności ideologicznej i figuratywnej. W tym sensie składnikami operowej formy muzycznej są nie tylko struktura całego dzieła i jego części, ale także melodia, harmonia, rytm, faktura (jako ich połączenie i jedność), barwa i narzędzia rejestrowe, tony dynamiczne, tempo. Zmiany itp. Zawiera takie elementy jak.

2. Tekst główny

Wraz ze starożytnymi wschodnimi tradycjami muzycznymi, wpływ europejskiej muzyki profesjonalnej na kształtującą się na przestrzeni kilku stuleci kulturę muzyczną Azerbejdżanu znalazł odzwierciedlenie w dziedzinie muzyki końca XIX i początku XX wieku, na początku świata globalizacji i z tego okresu możemy prześledzić pierwsze kroki dialogu kultur (*Zamina Najafova, 2012*).

Mechanizmy rozwoju gatunku operowego zarówno klasycznych kompozytorów europejskich, jak i kompozytorów azerbejdżańskich są szczegółowo badane przez współczesnych muzykologów narodowych. Kształtowanie się opery jako najbardziej złożonego i wieloaspektowego gatunku muzycznego naszej kultury odgrywa ważną rolę w kształtowaniu gustu estetycznego młodego pokolenia. Największe prace w tym zakresie spadają głównie na uczelnie, które w placówkach oświatowych prowadzą prace na specjalności kompozycja zawodowa i muzykologia. Na marginesie należy zaznaczyć, że artykuły, monografie i rozprawy pisane z zakresu studiów nad tą dziedziną wyrażają także zainteresowanie kierunku muzycznego

tą dziedziną. Usługi Uzeyira Hajibeyova, założyciela azerbejdżańskiej profesjonalnej szkoły kompozytorskiej w tej dziedzinie. Nie można zapomnieć o dziełach Uzeyira Hajibeyova z tego gatunku, „Leyli i Majnun”, „Asli i Karam”, „Sheikh Sanan” i „Koroglu”. 12 stycznia 1908 roku wystawiono operę Uzeyira Hajibeyova „Leyli i Majnun”. To położyło rdzeń sztuki operowej we wschodnim świecie muzułmańskim.

Nie można jednak wykluczyć usług innych kompozytorów azerbejdżańskich, którzy pisali i tworzyli w badanym przez nas gatunku operowym. Na początku ubiegłego wieku opery powstałe w Azerbejdżanie były wykonywane głównie przez nieprofesjonalnych śpiewaków i instrumentalistów zgodnie, a niemal partie wykonywano zgodnie z warunkami panującymi w tamtych czasach.

Od ubiegłego wieku, kiedy powstała opera narodowa, do dziś różni kompozytorzy azerbejdżańscy dokonali także radykalnej pracy na tym polu, tworząc dzieła historyczne, społeczne i filozoficzne. Przykładami tego są opery „Bahadur i Sona” Sulejmana Alasgarowa, „Azad” Jahangira Jahangirowa, „Sevil” Fikreta Amirowa, „Vatan” Gary Garayeva i Jovdata Hajiyeva, „Khosrov i Shirin” Niyaziego, „Nargiz” przez muzułmanina Magomajewa.

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Te opery z podstawowymi partiami organizowały grupy indywidualne, solowe i orkiestrowe z udziałem muzyków ludowych „Leyli i Majnun”, „Asli i Karam”, „Szejk Sanan”.

„Leyli i Majnun” nie mieli punktacji. Zostało zastąpione przez (kierunek), który pokazuje kolejność zdarzeń i numery wokalne (*Hajibeyov*). Klasyczne przykłady mugham odegrały w tych operach wiodącą rolę. Ale mimo to opery te odegrały ważną rolę w powstaniu i rozwoju narodowego teatru muzycznego w historii współczesnej kultury Azerbejdżanu. Oprócz tego dla azerbejdżańskiej szkoły kompozytorskiej ogromne znaczenie miało stworzenie gatunku operowego opartego na tradycjach europejskich. Należy podkreślić, że kształtowanie się opery jako gatunku trwałoby wiele lat. Z tego punktu widzenia można powiedzieć, że począwszy od lat 30. Ubiegłego wieku w Azerbejdżanie zaczęły pojawiać się opery oparte na pierwszych klasycznych tradycjach europejskich. Przykładem tego są opery „Nargiz” M. Magomajewa i „Koroglu” U. Hajibeyova.

Opera „Nargiz”, wystawiona po raz pierwszy w 1935 roku, przedstawiała ludzi prostych, ciężko pracujących, opera „Koroglu” natomiast odzwierciedlała heroiczną historię tego ludu.

5-aktowa opera „Koroglu” Ü. Twórczość Hajibeyova jest u szczytu jego kreatywności. Opera „Koroglu” uznawana jest za arcydzieło szkoły kompozytorskiej azerbejdżańskiej kultury muzycznej w ogóle i znajduje się w złotym funduszu.

Głównym bohaterem opery jest Koroglu, bohater epepei ludowej. Rovshan, syn Alego, oślepiiony rozkazami Hasana Khana, obiecuje ojcu, że będzie walczył z rozniewanymi panami, chanami i panami feudalnymi.

Postrzegając legendarną opowieść z perspektywy współczesności, autor dramatyzuje epicką fabułę (*Solmaz Kasimova, 1973: 47*).

Ogólny bohaterski obraz ludu trafnie opisuje opera rozpoczynająca się od I aktu „Uwertury”. To nie przypadek, że głównym hymnem ruchów ludowych zorganizowanych przeciwko imperium sowieckiemu pod koniec ubiegłego wieku w latach 90-tych. Była to uwertura z opery „Koroglu” U. Hajibeyova. W operze kompozytor wykonuje masowy chór ludowy do akordu chahargah, wyróżniający się bojowym duchem. W całej operze kompozytor w taki czy inny sposób potrafił po mistrzowsku oddać charakter bohaterów, którzy odwoływali się do melodii azerbejdzańskich „Rast”, „Shur” i „Chahargah”. O charakterze całej opery „Koroglu” decyduje przede wszystkim siła dramaturgii muzycznej. W tej operze wykorzystywane są wszystkie rodzaje muzyki. Solis – wykonanie instrumentalne, muzyka chóralna, romantyczna, muzyka instrumentalna, tańce itp.

W akcie II panowie, chanowie i szlachta zebrani w pałacu Hasana Khana omawiają powstanie rozpoczęte przez „Koroglu” i wspólnie dochodzą do porozumienia między sobą w sprawie stłumienia ruchu ludowego. Tymczasem taniec tancerzy pałacowych zostaje zastąpiony piosenką Klauna. Klaun z kolei kradnie konia Koroglu i proponuje uwięzienie Koroglu. Hamza bej wszedł do domu Koroglu jako mehtar i obiecał wykonać tę pracę. Jednak zalotna Nigar, córka chana, postanawia przekazać tę wiadomość Koroglu.

Akt III rozpoczyna się refrenem „Chanlibel”. Wracając z wyprawy, do Koroglu dołączyli nowi szaleńcy (czyli nowi bohaterowie ludowi). Na szczytach zaśnieżonych gór pieśni szaleńców zastępują czasem pieśni i tańce. Hamza Bey Khan, który wszedł na spotkanie w ubraniu żebraka, powiedział, że jest śledzony. Na pierwszy rzut oka rebelianci nie wierzą Hamzie Beyowi. Niestety Koroglu współczuje Hamzie Beyowi i prosi go, aby zaopiekował się jego koniem. Chór zbuntowanego ludu „I” otacza okolicę. Hamza Bey wykorzystuje zamieszanie i kradnie Kirata.

Akt IV rozpoczyna się sceną uczy i radości w pałacu Hasana Khana. Chan gromadzi bliskich przyjaciół i słucha pieśni śpiewaków oraz celebryje porwanie Kirata. Koroglu przebrany za kochanka wchodzi do pałacu Hasana Khana. Widząc kochanka, panowie proszą go, aby zaśpiewał i zagrał. Wspominając swojego kochanka Nigara Khanuma, Koroglu śpiewa liryczną piosenkę o miłości.

Koroglu wkrótce zaczyna śpiewać pieśń miłosną na cześć Kirata. W tym czasie na spotkanie przychodzi Hamza Bey. Zna Koroglu i łąpią Koroglu. Jednak Koroglu, który zerwał kajdanki, walczył bohatersko, zabił Hamzę Beya i wraz z Kiratem opuścił pałac.

W akcie V heroldowie zwołują lud na plac, czytając rozkaz chana. Nigar, Eyvaz i Polad, oskarżeni o pomoc rebeliantom, zostaną rozstrzelani na placu. Hasan Khan w swoim gniewie nakazuje doprowadzenie pani Nigar na krzesło egzekucyjne. Prośby ludzi nie mają wpływu na Khana. W tym momencie Koroglu wkracza na plac ze swoimi bohaterami. Odważni przyjaciele Koroglu przeganiają gangi Chana. Operę dopełniają uroczyste chóry i pieśni ludu.

U. Hajibeyova, który włączył do orkiestry symfonicznej instrumenty ludowe. Dzięki umiejętnemu wykorzystaniu barwy tych instrumentów Hajibeyov osiągnął organiczne połączenie orkiestry symfonicznej z klasyczną kompozycją. W operze drugorzędni uczestnicy-postacie ucieleśniają się w mniej lub bardziej małych ariozosach lub scenach w formie dialogów (*Gasimova, Bagirov, 1984: 57*). Opera jest cenna nie tylko ze względu na swą zasadniczą innowacyjność, ale także ze względu na swoje znaczenie historyczne, które przejawiało się w rozwiązaniu najważniejszych problemów stojących wówczas przed operą narodową. Znaczenie opery „Koroglu” polega nie tylko na jej wysokiej jakości artystycznej, wartości literackiej, pięknie emocjonalnym i etycznym typowym dla dzieł klasycznych, ale także na pierwszym przykładzie klasycznej opery azerbejdzkiej opartej na klasycznych tradycjach opery europejskiej.

3. Wniosek

Rozwój klasycznej sztuki operowej Azerbejdżanu nastąpił dzięki bezinteresownemu wysiłkowi ludzi o zaawansowanych pomysłach i myślach. Rozwój ten zaczął być powoli odczuwalny już od początku ubiegłego stulecia. Boom naftowy, który miał miejsce w Baku na początku ubiegłego wieku, zaczął odradzać się w dziedzinie kultury muzycznej i innych dziedzin życia. W ten sposób pierwsza opera azerbejdżańska pojawiła się w 1908 roku i osiągnęła rozwój w ważnej dziedzinie kultury. Jednak, jak już wspomnieliśmy, było zbyt wcześnie, aby mówić o tworzeniu opery w oparciu o klasyczne tradycje europejskie i zajęło to dużo czasu. W operze preferowano gatunek ustnej muzyki ludowej, obejmujący mughamy, gerayle i shikasty z dzieł Ashiqa. Należy jednak zauważyć, że opery te, oparte na skarbach muzyki ludowej, położyły podwaliny, zachęcając do powstania gatunku opery klasycznej. Kompozytorzy azerbejdżańscy poznali tajniki europejskiej klasycznej sztuki operowej i zdołali dokonać ważnej pracy na tym polu naszej narodowej kultury muzycznej. Należy zauważyć, że na nowym etapie zmagania na polu opanowania sztuki operowej był to przez wiele lat główny warunek istnienia opery azerbejdżańskiej.

O ile na początku stulecia role kobiet pełnili mężczyźni, o tyle w latach trzydziestych XX w. Nastąpił znaczny postęp w tej dziedzinie. Kandydatek do ról kobiecych było już kilku. Rozwój gatunku klasycznej opery azerbejdżańskiej jest nierozzerwalnie związany z rozwojem opinii publicznej narodu. Zatem ten gatunek sztuki, który stawiał pierwsze kroki, był bogaty w idee demokratyczne, które poprowadziły ludzi do przodu. Gatunek ten, wyprzedzający swoją epokę ze względu na swoje położenie geograficzne na Wschodzie, od czasu do czasu próbował kształtować społeczeństwo, nadając pierwszeństwo scenom z ciężkiego życia ówczesnych muzułmanów. O ile na początku XX wieku nie można było mówić o gatunku operowym w dziedzinie muzyki, o tyle w latach 30. i 40. XX w. Nastąpiło wystarczające ożywienie w tej dziedzinie. W ten sposób powstała w Azerbejdżanie pierwsza opera Wschodu, a ze szczególną dumą odnotować należy, że pierwszą kompozytorką operową na Wschodzie była azerbejdżańska dama Shafiga Akhundova ze swoją operą „Skąła Panny Młodej”.

Od lat 30. Ubiegłego wieku opera azerbejdżańska weszła w okres rozwoju. Opera azerbejdżańska, zapoczątkowana „Leylim i Majnunem”, osiągnęła nowy poziom jakościowy. U. Hajibeyov jako artysta potrafił wyjść z wąskich ram świata muzułmańskiego i w oparciu o idee i treść artystyczną wynieść ten gatunek sztuki na nowy, ważny szczyt. Tym samym „Koroglu” rozpoczął nową erę w Azerbejdżanie, opierając nowoczesną szkołę kompozytorską opery na folklorze ludowym. Pod wpływem postępowej myśli filozoficznej i estetycznej, rozwinął się kierunek wydarzeń w życiu społecznym, klasyczna opera azerbejdżańska stała się jednym z niezwykłych obszarów azerbejdżańskiej kultury narodowej XX wieku. W ubiegłym stuleciu wszystkie obszary narodowej twórczości muzycznej Azerbejdżanu przeszły trudną i zaszczytną drogę i w kierunku oświecenia stały się nieodłącznym bogactwem kulturowym narodu.

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KARABAKH THEME IN AZERBAIJANI PROSE IN THE PERIOD OF INDEPENDENCE

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Summary

The Karabakh theme, which is our destiny-laden issue, has formed the main line of the works of most of our writers, poets, playwrights and publicists since independence. Every person of word from time to time tried to fully revive our national grief, Karabakh, right up to the liberation of our lands from occupation. The novels “Dolu” by Agil Abbas, “Zengule” by Nushaba Mammadli, “Qara qan” by Fazil Guney, the “Qarabagh” trilogy by Sabir Ahmadli, the story “Esirler” by Elchin Huseynbeyli, the story “Shekil” by Sharif Aghayar are remembered as the best works written on the subject of Karabakh since independence. In the works we have mentioned, the Karabakh theme, the longing for the homeland have found a whole poetic solution.

As it can be seen, in the period of about thirty years between Karabakh War I and Karabakh War II, in our literature, along with the Karabakh grief, the languor of the Motherland, the loss of land, the topic of irreconcilability has retained its relevance. If we say that war is the greatest crime against mankind, humanity, it may be an understatement. We can talk about the wounds it inflicted on people's lives for years and centuries. However, there are times in history when wars are inevitable. In particular, the struggles of the states to gain freedom and independence were often accompanied by wars in their lives.

From this point of view, poets, prose writers, playwrights and publicists of different generations have always focused on the tragedy of our compatriots who have experienced a loss of land and become displaced and displaced in their homeland in literary works.

Key words: Karabakh, prose, theme, novel, literature.

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1. Introduction

As we read the artistic works written by the youth, which are the leading forces of today's literature, the critical texts written to them, and the speeches spoken by them in individual and numerous audiences, such a conclusion is produced that new works must necessarily enter to Azerbaijani literature, and this process is inevitable. It should be noted that after 2005, an awakening in this regard began to be felt in the Azerbaijani literary environment. Signs of the arrival of the topic of the Karabakh war in the literature were noticed.

Novels such as Isa Mughanna's “Qebirstan”, Sabir Ahmadli's Karabakh trilogy “Axiret sevdasi”, “Kef”, “Omur urasi”, Agil Abbas's “Dolu”, Shamil Sadiq and Mushfiq Khan's “Umidlerin izi ile”, Orkhan Fikretoglu's “Tek”, Elkhan Elatli's “Cehennemden gelen ses”, Sardar Amin's “Qaratoyuq neghmesi”, Rasim Garaja's “Karabakh Dekameronu”, Seymur Bayjan's “Quqark”, Nushaba Mammadli's “Zengule”, Yusif Ahmadov's “Torpaga tokulen qan”, Zaur Abdullayev's first literary work “Qiz ve Qurd” and Shamil Sadiq's “OdErler” are interesting artistic examples that vividly revive our literary and historical memory.

Of these, the novel “Umidlerin izi ile” tells about the diary of an Azerbaijani girl who was in captivity, found in France. The protagonist of the work, Aytakin, who is the general representative of captured women of Azerbaijan, talks about the extreme torture of women by the cruel Armenians.

2. Main text

The novel “Dolu”, written by writer Agil Abbas in 2008 (a film based on the script of the same name was also made in 2012), is one of the most discussed works in our literature, which reflects the experiences of the “Karabakh” war” in detail, and most importantly, fully illuminates realities of war.

In addition, although the writer-publicist is the author of interesting works such as “Evleri kondelen yar”, “En xoshbext adam”, “Batmanqilinc”, “Chadirda Uzeyir Hajibeyov doghula bilmez”, the novel “Dolu” is considered the peak of his creativity.

Various opinions about the novel have been expressed, literary-critical articles and comments have been given since the time of its presentation to readers. There are even those who are critical of the novel and compare it with Leo Tolstoy's famous work “War and Peace”.

In short, the novel “Dolu” is of special importance in terms of reflecting the realities of the war period and calling the modern youth to heroism and patriotism. The choice of the Karabakh war as the subject of the work indicates the author's civic position, anxiety, and concern.

The successful aspects of the novel “Dolu” are quite numerous. Individual scenes in the novel, transitions in the plot, the gallery of images, language, dynamics, relevance of the topic of the work are signs of the writer's creative success. Thus, in this work, the author clarified the most different moments of the Karabakh war in his own way.

The novel “Dolu” consists of two parts. In the first part, written in a dynamic way, “The richest city in the world” – the Agdam and its surrounding battles, the self-defense battalion organized in Agdam, the courage of volunteers for their lands, their martyrdom, etc. were involved in the description. In the second part, which recreates the period after the end of the first Karabakh war with the ceasefire, it was told about the life of the Agdam people in tent camps in the hope of help, and the turbulent post-war life of the commander.

Following our recent history with special attention and professionalism, the author drew to the artistic description on the basis of rich creative observations. From that point of view, the writer's calling “Dolu” as “Chronicle about Karabakh” is quite an honest conclusion.

The novel “Dolu” by Agil Abbas should be considered a chronicle of the era due to several merits. This work, accompanied by war scenes, is the first of the remarkable war novels of our prose of the period of independence.

In the novel “Qiz ve Qurd” by writer-journalist Zaur Akifoglu, a different approach to plot line and events are not ignored. While the novel “Dolu” by Agil Abbas talks about the destinies of people who suffered oppression in the war and the course of political processes, the novel “Qiz ve Qurd” talks about the bloody wars that hit not only people, but also nature, bringing to the attention that man and nature are in unity. It is especially emphasized here that war is a source of danger not only for a nation, but also for mankind.

In the work, nature is confronted with the fate of a small, lonely, Turkish girl. Most importantly, nature-Qurd is given here as the main character of the novel.

Like the Azerbaijani girl in the novel “Qiz ve Qurd”, The Wolf, who wants to save his flock from nature destroyed by firearms, is the target of the enemy. Armenians, who tortured

people only because they were Turks and tried to kill them, brought the skilled marksman Frol from Siberia with an order to kill Qurd and paid him for this. As it can be seen, the setting of the problem in the work and its development towards the goal serves the fulfillment of the writer's and the reader's dream.

There are works that are written directly from the inside of the war, they tell about the sacrifice of those who fought on the front lines, and there are those that revive those in the rear front and their way of life. In terms of volume, both small and large works have always been the main means of conveying the realities of war.

Even if the main theme of Sharif Agayar's stories is not a vivid description of the war, the disasters caused by military operations, the tragic way of life of people of that time, the pain to which their feelings and minds were subjected are brought to attention in them.

In the writer's stories, the style of narration, which is directly derived from his biography, is not overlooked. The lives of the characters, the stories that happened to them, the choice of the topic and the comprehensiveness of the content, the setting and solution of the problem indicate that the writer has chosen the right method in creativity.

In this respect, the story "Shekil" is considered one of the successful examples of the author's artistic creativity. The plot line of the story attracts the attention of the reader and directs him to draw conclusions from what is happening.

The bitter results of the Karabakh war, the difficult life of people displaced from their homes, the events that happened to them form the main theme of the story. Narration of the work in children's language strengthens its sentimentality. At the beginning of the story "Shekil", the little boy who was angry with his grandfather and even thought that he was taking revenge in his child's imagination by gouging out the eyes of his picture on the wall, becomes so sad that he regrets what he did:

"While my grandfather was sitting by the pile of wood next to our underground dugout, looking at the snow, thinking to himself, when it suddenly occurred to me that I was the cause of everything that was happening. If I hadn't carved out my grandfather's eyes in the picture with the tip of the compasses, he wouldn't have gone blind, our house wouldn't have been destroyed, and my uncle wouldn't have gone missing. If my grandfather had not been blind, he would have taken his long stick in his hand and driven the strangers out of our house, found my uncle and saved us from the heat and mosquitos of Haji Suleyman".

Many of the authors who express the theme of war in artistic words are the owners of the pen, whose life was destined to be displaced. Therefore, the topic in their work attracts attention from the point of view of reflecting current events. In the stories "Kendimizin benovshesi" by S. Horovlu, "Veten hesreti" by M. Mammadova, and "Daghlar kuleyi" by K. Karabakhli, displacement, displaced life, the traces left by all these processes in the psychology of our people, and the heavy blows inflicted on our spirituality are brought to life with impressive boards.

It is necessary to awaken the love of the motherland in the hearts of children from an early age, so that the impression that this feeling evokes in them can be strong. The combat path and heroism of the sons of the Motherland, who showed extreme courage in the 44-day Karabakh War II and wrote the victory with their own blood, will still be the subject of several works.

It is necessary to introduce the brave sons of the Motherland, who died for the freedom of our lands, to repeatedly talk about their unprecedented heroism. The stories "Mehv edilmish oyuncaqlar" by M. Guluzade, "Geciken yaz" by E. Mehraliyev, "Olmez qehremanlar" by A. Alkhasov, "Mubariz" by M. Rashid are dedicated to the national heroes of Azerbaijan who bravely fought for the Motherland and sacrificed their lives.

Our literature has always consisted of the expression of humanism. In this regard, Khalil Rza Uluturk, the proud herald of the ideas of freedom, said:

“The greatest human mourning in the world is the enmity of man to man”.

Despite years of hard blows from the hated enemy, our artists of words kept the hearts of young children away from malice and tried to form humanistic ideas in them. There is such a popular saying:

“Instead of cursing the darkness, you light a candle too”.

In this sense, the well-known children's writer Rafiq Yusifoglu in his story “Qelebeye geden yollar” instilled in children that the path to patriotism is not only through the military, but the possibility of defeating the enemy by being knowledgeable. In this way, the author tried to express the moral duty of children and youth to the motherland and people within the framework of humanistic ideas.

R. Yusifgizi's story “Qar” dedicated to the Khojaly tragedy describes the tragedy of little Rahim, who fell apart from his homeland, lost his relatives, and his home was destroyed in snowy, frosty February. At that time, Rahim, forced to endure the same horrors, could not get rid of the pain for a long time. Although the work was written for children, the cruelty and atrocities committed by the enemy in the way they could perceive were revived in artistic language.

In Mina Rashid's work “Dunya bizim evimizdir...” written for young adults, in “Insanligin hekayesi” by Parvana Bayramgizi, war is interpreted as an enemy of humanity, blood and slaughter are cursed, and the idea of entrusting the world to good, peace-loving people is sincerely expressed.

In the story of Shamistan Nazirli “Qorxu”, the sufferings, miserable life and hatred of the war were brought to the attention of a grandmother who was starving with her three grandchildren who were waiting for a livelihood at the rear. A fighting father, an untimely dead mother, starving children are depicted here in highly artistic language.

Although literary examples portraying the realities of wartime are not considered sufficient in some studies, the historical victory achieved gives reason to say that the artistic word from time to time fulfilled its mission worthily. In the literature, the Karabakh theme will be presented, of course, not as a bloody history written in our history, but with proud moments.

The theme of Karabakh was continued in classical prose, poetry and dramaturgy, journalism equally successfully and creatively. One of the famous works written on this topic in the Soviet era was the novel “Qan ichinde” by Yusif Vazir Chamanzaminli, originally called “Iki od arasinda”.

The author, who wrote a large number of realistic stories from the life of Karabakh, especially Shusha, where he was born and grew up at the beginning of his literary work, approached the political realities of the area in an epic form and from a historical perspective for the first time in the mentioned work.

In the novel, the vizier of the Karabakh Khanate, poet Molla Panah Vagif, stands at the center of the complex processes being revived. Vagif, who tried to save his land from two fires and protect it from pressure from Russia and Iran, acted as a supporter of the political independence of the Khanate. Features, character and types of Shusha environment were reflected in the presentation of the writer with great skill.

In Ayyub Abbasov's two-volume novel “Zangezur”, which is still relevant today, the unthinkable crimes committed by Armenian vandals in Azerbaijan at the beginning of the 20th century are highlighted based on the writer's memory and sources.

As shown in the work, although the Armenian atrocities took place mainly in Zangezur, the events are equally typical for Karabakh. It is no coincidence that Armenian general Karo

Hamparsumyan, one of the leading characters of the work, announced his seditious plans for the occupation of historical Azerbaijani lands.

People's writers Suleyman Rahimov and Ali Valiyev, who lived the terrible lives described in the novel "Zangezür", both spent their youth in Karabakh. They worked in education and civil service in Karabakh. The bloody years, which left an indelible mark on their memory, the people of those places and the events that they encountered later, gave both pen holders rich material for fashionable creativity. In this sense, it is quite difficult to imagine the creation of multi-volume works of Suleyman Rahimov "Shamo" and "Sachli", the short story "Mehman", the novel "Budaghin xatireleri" written by Ali Valiyev in the genre of memoirs, a large number of stories and publicist works outside the Karabakh environment and its realities.

People's writer Ilyas Efendiyeu is one of the prominent pen holders who constantly addresses the Karabakh theme in both prose and drama throughout his work. His creative path, which began with his first book "Kendden mektublar", later continued successfully in lyrical-romantic prose works such as "Soyudlu arx", "Sarikoynikle Valehin naghili", historical dramas "Mahni daghlarda qaldi", "Khurshidbanu Natavan", "Hokmdar ve Qizi".

In the last period of his life, Ilyas Efendiyeu described the local life of Karabakh, where he was born and raised, the relations and courage of its inhabitants in the form of unity in his novel and short story "Geriye baxma, qoca", "Uchatilan".

Sabir Ahmadov was also connected to his native Karabakh by fragile strings. After the occupation of his native Jabrayil district in 1993, the graves of his relatives, a bust of his brother Jamil Ahmadov, erected in the city park, were destroyed by Armenian traitors. His son was martyred in the battles for Murov in the Karabakh War I.

Of course, all this touched the heart of the writer, who throughout his work constantly appealed to fateful problems for the people. His Karabakh trilogy, written in a sad spirit – "Axiret sevdasi", "Kef", "Omur urasi" – reflects a different view of the traditional theme.

The novel "Omur urasi" is distinguished by a special approach to the problem mentioned in the literary works created on the theme of "Karabakh". The plot of the novel, presented as a product of artistic imagination, is based on the beginning of the retreat of Armenians from the occupied lands and the return of refugees to their native lands" (*Elaydi, 2017: 63*).

In the work, the writer described with real, living plates the feelings and excitement experienced by his hero, who returned to his native land:

"Approaching his courtyard, the man consoled himself with the following: all crimes committed by the Armenian occupiers must be exposed and revealed in a court similar to Nuremberg. He should have been punished not only for the civilians and babies he killed, but also for the trees he destroyed. The usurpers who ruthlessly destroyed the gardens should be avenged for the plants they destroyed..." (*Ahmadli, 2003: 280*).

It is not by chance that "in general, the deep realistic understanding of the events of Karabakh in literature begins with the novel genre, and the works of competent writers stand out here. Known as a novelist since the 1960s, Sabir Ahmadli's three novels, written one after the other and then collected in one book, play a major role in comprehending the subject in its entirety and depth by containing various aspects" (*Azerbaijan literature in the period of independence, 2016: 197*).

Among the works dedicated to the Karabakh problem in Azerbaijani prose of the independence period, Elchin Mehraliyev's novel "Doxsaninci iller" is considered one of the artistic examples that attract attention. In this work, the Karabakh issue was chosen as an object of artistic description against the background of the events that took place in the nineties of the last century, and the socio-political landscape of the time was embodied in the author's pen.

Here, the writer's conclusions are also very interesting:

“Undoubtedly, from the point of view of prose and the problem of war, first of all, the novel genre is very important. The perception of people's life and the events of the damned war through the novel always brings very important innovations to this genre, enriches the genre and poetics of the novel with new elements” (*Mehraliyev, 2001: 115*).

Apparently, the comprehensive reflection and realistic understanding of the Karabakh war could only find its broad embodiment in prose. And this did not happen suddenly. Thus, Written in the first years of the Karabakh conflict, Farman Karimzade's “Vedinin yani dagh-lar” (1988), Mammad Oruj's “Kochurulme”(1990) and Miraslan Bakirli's “Yiyersizler” (1993) works talked about the bitter fate of Azerbaijanis who were deported from their homeland.

People's writer Anar, with his works such as “Uzeyir omru”, “Karabakh shikestesi”, addressed the topic of Karabakh, which after 1988 became the subject of interest of political and artistic journalism.

Our outstanding writer Elchin, who chose the characters and heroes of his works on modern themes from the Baku environment, Absheron villages, turned his face to Karabakh since the 90s of the last century. Following the lyric-psychological narrative “Shushaya duman gelir” written by him at the end of the Soviet period, the writer wrote such valuable works as “Sari Gelin”, “Karabakh shikestesi”, “Bayraqdar”, which gave an artistic reflection of harsh truths after the occupation of the territory. In these narratives and stories, the experiences, feelings and thoughts of Karabakh residents, who passed the fate of the loss of land, became expatriates in their native lands, and their wishes and intentions related to the future are reflected artistically.

3. Conclusions

Without the existence of a sense of patriotism, no nation can take the bigotry of its land, adequately protect it. In the numerous works written on the subject of Karabakh, the instillation of the feeling of patriotism was kept in the center of attention. The heroes who sacrificed their lives for the Motherland in the Karabakh War II were formed and matured by the spiritual influence of those works.

The most important conclusion is that the historical victory of the Azerbaijani soldiers in the Karabakh War II, the New Life that began on our lands, which were under the occupation of an insidious enemy for more than thirty years, and the Great Return of the people have set high creative tasks for our poets and writers, figures of culture and art, and most importantly, the events of recent years have given them a lot of topics. From this point of view, the artistic reflection of Karabakh, a glorious page of our history, is of particular interest, and we are sure that it will consistently be the subject of future works!

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HOW HUMAN THINKING IS INFLUENCED BY THE SPOKEN LANGUAGE

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Summary

This paper aims to prove a deep connection between language and thought and confirm that language is a powerful tool that humans possess. It is not just a collection of words, but rather a medium of communication that has far-reaching impacts. Effective communication heavily relies on language, which serves as a vital tool for communicating with others. Although it may not determine our thought patterns, language is universally recognized as an essential component of human interaction. With over 7,000 languages spoken worldwide, each one boasts a unique vocabulary, sound, and structure. Humans possess an incredible ability to convey complex ideas and thoughts through language. Language can also impact our perception of time and color. Different languages have varying words to describe colors, with some having only a few, such as dark and light. This article explores these various aspects of language. The connection between language and thought is intricate and multi-dimensional. Language is an essential aspect of human interaction, and its structure is linked to brain processes and external factors in nature. This article intends to discuss the varying meanings of language expressions and their significance.

Key words: thought, language, community, studies, human brain, distinction.

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1. Introduction

Body language, words, and vocal inflections can either create wars or peace when delivering the primary point to the listener. They have the power to make someone feel terrible or consider things they never thought of before. Communication is a tool that can spread helpful information and knowledge, but it can also lead to people feeling foolish or astounded when they realize they were wrong about something. It can create bonds, friendships, and even countries, but on the darker side, it can cause death and destruction. A single kind word can uplift

someone who is struggling, while negative words can spread like wildfire and cause people to feel darker and less enjoyable to be around. Our words and how we convey them have a profound impact on others, and it's crucial to be mindful of how we speak to and about others. Language can be a weapon that causes genocides, but it can also save souls and create strong bonds between nations and neighbors for the betterment of humanity (Leavitt, 2011).

The idea that language is a tool for expressing thoughts has been around for a while. However, in sociolinguistic thought, this concept is considered to be too narrow. This is because language activity is primarily concerned with "who speaks what language to whom, when, and for what purpose." Therefore, from the perspective of sociolinguistics, language functions can be viewed from various angles, which include speakers, listeners, topics, codes, and the purpose of the conversation (Chaer and Agustina, 2004: 15).

2. Human magic ability

Different languages have their unique sound and structure, and they convey a certain feeling. Italian has a musical quality to it, whereas German seems harsher. Even if a person is fluent in both languages, he/she can appear to have two distinct personalities. However, is it possible that language can influence our identity? Linguistic relativity theory suggests that the language one speaks influences his/her perception of the world – including surroundings, sense of time, memories, behavior, and sense of self.

The ability to communicate using language is a magical ability that humans possess. It allows people to transmit complex thoughts across vast distances of time and space. (Majid, Bowerman, Kita, Haun, & Levinson, 2004). By combining words in new ways, people can even create new ideas that they've never thought of before. One can say, "Imagine a bear that is looking for stamps because he has to send his new poetry collection to his literary agent, the owl." If everything has gone well in a person's life so far, that's a new thought for him/her. He/she hasn't had that thought before and was able to implant it in his/her mind using language (Boroditsky, 2011).

Currently, there are approximately 7000 languages spoken in the world, each with its unique sound, words, and structure. This raises the question of whether speakers of different languages think differently and if language shapes the way we think.

For example, Charlemagne, Roman Emperor, said: "To have a second language is to have a second soul." That's a very strong statement about the power of language. When someone is learning a language on Duolingo, is he/she just learning a new way of talking? Or is he/she acquiring a new soul? On the other hand, Shakespeare said: "A rose by any other name would smell as sweet." That suggests that maybe language isn't that important, and doesn't change the way you think. While opinions on this topic have existed for thousands of years, there has been little scientific evidence until recently to support these claims.

3. Language restricted by culture

The American linguist Daniel Everett conducted research and worked with the Pirahã, a hunter-gatherer tribe residing in the Brazilian Amazon. His work demonstrates how culture can restrict language. For the Pirahã tribe, the present experience is of utmost importance. They only talk about what they can see, hear or infer. Although they believe in spirits that can take

the form of people, animals, or visible objects in their environment, they have no concept of a supreme god or spirit. The Pirahã don't discuss the distant past, so they don't have a creation myth. Not surprisingly, their language lacks past and future tenses, and there is no recursion in their grammar. However, they do exhibit recursion in their stories. Numerical understanding and counting systems seem to arise from linguistic recursion. The Pirahã don't have discrete numbers, and they only have three words that convey some notion of quantity. These words are "hói," which means a small size or amount, "hoí," which means a somewhat larger size or amount, and "baágiso," which can mean either "to cause to come together" or "a bunch" (*Everett Daniel L., 2017*). The Pirahã don't count, nor do they ask for a specific number of anything, presumably because they have never felt the need to do so. The fact is that the way of living and cultural ideas of those people have determined specificity of their language.

4. Perceiving space and time

To illustrate how the languages people speak can influence the way they perceive the world, it is good to consider the example of the Kuuk Thaayorre people, an aboriginal community living on the West coast of Cape York in Australia. What's fascinating about their language is that it doesn't include words like "left" and "right." Instead, they use cardinal directions such as North, South, East, and West to describe the position of objects and places. This feature is shared with many other languages spoken around the world. In some of these languages, people might say something like "There's an ant on your north-west leg" or "Move your cup to the south-south-east a little bit." In Kuuk Thaayorre language, the equivalent of "hello" is "Which way are you going?" The appropriate response would be something like "North-north-west in the far distance. How about you?" This means that in this language, even basic communication requires an awareness of one's heading direction.

It has been discovered that individuals who speak certain languages possess an impressive ability to stay oriented. They are able to stay oriented better than it is previously thought humans could. In the past, people believed that human brains were not capable of staying oriented as well as other creatures due to biological limitations such as not having magnets in beaks or scales. However, it has been found that many individuals across the world can stay oriented remarkably well due to their linguistic and cultural practices. This is a fascinating example of how much more our brains are capable of than one may think. Often, human perception of what is possible is limited by what people are accustomed to. In this particular case, being oriented in this way is not only possible, but it is not even that difficult. It has been simply not considered before.

Different languages not only have distinct ways of treating space, but also time (*Boroditsky & Gaby, 2010*). For instance, by considering photos of grandparents at different ages, it is interesting to compare how an English speaker would arrange them from left to right, which is influenced by his/her writing direction. However, if someone speaks Hebrew or Arabic, which is written from right to left, they might arrange the photos from right to left. But what would the Kuuk Thaayorre people do? They don't use the words "left" and "right." So, when the photos are shown them facing north, they arranged them from right to left. When the photos are shown facing east, they arranged them to come towards them. The pattern is that they arranged them from east to west, following the direction of the sun.

That's amazing for them – time is not tied to the body at all, but rather to the landscape. When you think about it, our way of measuring time, tied to the body, seems a bit odd. Making time's direction change every time you turn your body is very egocentric. For them, time

moves in a fundamentally different reference frame – from east to west (*Majid, Bowerman, Kita, Haun, & Levinson, 2004*).

5. Handling colors

Different languages have different ways of dividing the visual world, which can affect how people perceive things (*Boroditsky, 2011*). One example is the way languages handle color. Languages vary in the number of color words they have and how they set boundaries between different colors. Ukrainian is one language that illustrates this point. Unlike English, Ukrainian doesn't have a single word for blue that covers the whole spectrum of colors that English calls "blue." Instead, it has separate words for light blue and dark blue: "blakytnyi" and "synii," respectively. This means that Ukrainian speakers have a lot of experience distinguishing between these two shades. Studies show that when Ukrainian and English speakers are tested in the same experiments, Ukrainian speakers are quicker to distinguish between colors that cross the boundary between *blakytnyi* and *synii*. Additionally, when researchers observe the brains of people who speak languages that make these distinctions, they find that the brain of a Ukrainian speaker reacts with surprise when a color crosses the boundary from light blue to dark blue. In contrast, the brain of an English speaker who calls both colors "blue" doesn't register any surprise because nothing has categorically changed.

6. Gender category

Many languages have a grammatical gender system where every noun is assigned to either a masculine or feminine gender (*Guiora, Beit-Hallahmi, Fried, Yoder, 1982*). However, the gender assignments differ from one language to another. For example, the Sun is feminine in German but masculine in Spanish, and the Moon is the opposite. It is worth wondering whether this grammatical gender system affects how speakers of each language think about objects and things. Research has shown that gender connotations do affect language speakers' perception of objects (*Levinson & Wilkins, 2006*). For instance, if one asks Spanish and German native speakers to describe a bridge, they will use feminine adjectives like *beautiful* or *elegant* if the noun is feminine in their language. On the other hand, they will use masculine adjectives like *strong* if they are describing a masculine noun.

7. Describing events

According to the study (*Fausey, Long, Inamori, Boroditsky, 2010*), speakers of different languages have different ways of describing events, which affects their ability to remember who did what. The study involved participants who spoke English, Spanish, and Japanese watching videos of people intentionally or accidentally popping balloons, breaking eggs, and spilling drinks. Later, they were asked to identify which person did each action, just like in a police line-up. Another group of participants described the same events. Researchers found that speakers of all three languages remembered intentional events equally well since they described them using the agentive voice, such as "He popped the balloon." However, when it came to accidents, Spanish and Japanese speakers were less likely to use the agentive voice, resulting in poorer

memory of who did what compared to English speakers. This was not because their memory was worse overall, as they remembered the agents of intentional events just as well as English speakers did (*Fausey, & Boroditsky, 2011*).

Languages not only affect human memory but also enable or disable human ability to learn new things. According to (*Boroditsky, 2011*), the structure of a language can make it easier or harder for people to learn. For instance, Mandarin has a more transparent structure for revealing the underlying base-10 than English, and thus, children learning Mandarin can learn the base-10 insight earlier. Moreover, the number of syllables in the number words of a language can affect the difficulty of remembering a phone number or doing mental calculations (*Gordon, 2004*). Beyond that, language can also affect how quickly children learn their gender. A study conducted by Alexander Guiora of the University of Michigan at Ann Arbor revealed that children growing up in a Hebrew-speaking environment figure out their gender about a year earlier than Finnish-speaking children, as Hebrew marks gender prolifically. Meanwhile, the Finnish language has no gender marking, and English is somewhere in between. (*Guiora, Beit-Hallahmi, Fried, Yoder, 1982*).

8. Bilingual thinking

One way to approach the question is to study individuals who are proficient in two languages (*Frank, Everett, Fedorenko & Gibson, 2008*). According to studies, bilingual individuals alter their perception of the world depending on the language they are using. In 2010, two sets of findings showed that even basic preferences, like whom you like or dislike, can be influenced by language. The studies were conducted by Oludamini Ogunnaike (*Oludamini Ogunnaike, 2010*) and his colleagues at Harvard and by Shai Danziger and his colleagues at Ben-Gurion University of the Negev in Israel. They examined Arabic-French bilinguals in Morocco, Spanish-English bilinguals in the US, and Arabic-Hebrew bilinguals in Israel. In each case, the participants' implicit biases were evaluated. For example, Arabic Hebrew bilinguals were asked to quickly press buttons in response to words under various conditions. They were instructed to press "M" if they saw a Jewish name like "Yair" or a positive trait like "good" or "strong," and to press "X" if they saw an Arab name like "Ahmed" or a negative trait like "mean" or "weak." In another condition, the pairing was reversed. The researchers measured how quickly subjects responded under both conditions. This task is commonly used to determine automatic or involuntary biases, such as how easily positive traits and ethnic groups seem to associate in people's minds.

According to the study, bilingual individuals demonstrated significant changes in their automatic biases based on the language in which they were tested. The study revealed that Arabic-Hebrew bilinguals displayed more favorable implicit attitudes towards Jews when tested in Hebrew compared to when they were tested in Arabic.

9. Conclusions

Scientists have discovered that language plays a bigger role in our mental lives than previously thought. Even simple tasks like recognizing colors, counting dots, or navigating a room involve language. This means that the categories and distinctions found in different languages have a broad impact on our thinking. Researchers have found that thinking involves

both linguistic and non-linguistic processes. Therefore, language likely plays a role in most adult human thinking.

These are only a few of the intriguing discoveries made through the study of cross-linguistic cognitive differences. However, the question remains: do language differences affect thinking patterns, or is it the other way around? The answer is that both are true. The way people think impacts the way they speak, but language also influences human thinking patterns. In the last decade, many studies have demonstrated that language has a causal role in shaping cognition. These studies have shown that changing the way people express themselves can change the way they think. For example, teaching someone new color terms can improve their ability to differentiate between colors. Additionally, teaching someone a new way to talk about time can give them a new way of thinking about it. The research demonstrates that language plays a role in our early perceptual process. Although differentiating between colors may seem like a small task, we constantly make thousands of these distinctions. Language can influence even these small decisions.

Furthermore, language can have a significant impact, for example, grammatical gender affects all nouns and requires a wide range of agreement in the language. This means that language affects how people think about any object that can be named by a noun. The study also provides examples of how language can shape important human concepts such as blame and punishment. The remarkable diversity of languages is a testament to the human mind's ingenuity.

One of the hallmarks of human intelligence is its adaptability. Humans are capable of inventing and rearranging conceptions of the world to suit changing goals and environments. This has resulted in the great diversity of languages around the world. Each language provides a unique cognitive toolkit that encapsulates the knowledge and worldview developed over thousands of years within a culture. Thus, each language contains a way of perceiving, categorizing, and making meaning in the world, which is invaluable knowledge developed and honed by our ancestors. Research into how language shapes the way people think is helping scientists to understand how humans create knowledge and construct reality. This insight, in turn, contributes to a better understanding of what makes us human.

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IMPLEMENTATION OF THE COMPETENCE-BASED APPROACH: METHODOLOGICAL RECOMMENDATIONS FOR HIGHER EDUCATION IN UKRAINE

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Summary

The article is devoted to the analysis and development of methodological recommendations for the successful implementation of the competence-based approach in the higher education system of Ukraine. The authors describe the main aspects of the competency-based approach, its advantages, features of implementation, as well as possible obstacles and challenges that may arise during its implementation.

The article discusses the key principles of the competency-based approach, such as the active role of the learner, focus on competence development, integrated, individualised learning and assessment of acquired skills. Methodological advice is provided on the organisation of the educational process, the choice of methods and techniques, as well as the assessment of learning outcomes. It is established that the transition to learning with a focus on key competencies is an important step in preparing students for life in the modern information and globalised world, where the ability to adapt, analyse and solve problems is critical.

'Based on the author's analysis, recommendations for the practical application of the competence-based approach in the educational process of higher education institutions in Ukraine are given.

The study is an important source of information for teachers, educators, researchers, administrators of educational institutions and other participants in the educational process who are interested in modernising and improving the quality of higher education in Ukraine through the implementation of a competency-based approach.

The practical value of this study lies in the possibility of practical application of its results to form an objective view of the implementation of the competence approach in modern higher education.

Key words: educational institutions, educational process, competence, learning approaches, digitalisation.

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1. Introduction

The issue of improving the education system by introducing a competence-based approach is actively considered in pedagogical science. The works of A. Andreyeva, V. Bykov, I. Voloshchuk, I. Drach, N. Pobirchenko, I. Zimna, A. Khutorsky, H. Selevka, O. Pometun, O. Ovcharuk and other Ukrainian and foreign scholars have become the basis for solving this problem. The experience of implementing competence-based learning in education is presented in the studies of N. Bibik, L. Vashchenko, A. Kviatkovska, I. Zymnia, O. Ovcharuk, O. Savchenko, A. Khutorskyi, and others.

The purpose of the study is to theoretically substantiate the benefits of implementing a competence-based approach in today's conditions and to analyse the challenges that students face in implementing it in their studies. The objective is to develop recommendations for higher education institutions that will allow them to implement the competency-based approach in the most optimal and productive way.

Modernisation of education is an integral part of the current stage of development of the educational system. This process reflects the need to adapt education to modern challenges, technological progress and socio-cultural changes. Modernisation includes the introduction of the latest approaches, methods and technologies of teaching, as well as the revision of programme content and assessment methods. We have studied that the main aspects of education modernisation include:

- Active use of information technology: interactive whiteboards, online platforms, electronic resources – these digital platforms and tools help improve the quality of learning and expand access to knowledge.

- Stimulating critical thinking and creativity: educational programmes should promote the development of analysis, critical thinking, problem-solving skills and stimulate the creativity of students.

- Changing the teaching paradigm: Instead of the traditional lecture model, modernised education emphasises the active participation of students in the learning process, cooperation, project activities and interaction.

- Development of key competencies: educational programmes should aim to develop a wide range of competencies that future professionals can successfully apply in various spheres of life.

- Flexibility and individualisation: ensuring that students can choose educational trajectories in accordance with their interests, abilities and needs, as well as taking into account the individual characteristics of each student.

For some time now, the issue of reforming education with a focus on key competences has been gaining significant importance, as it is one of the main directions of development of the modern educational system. Key competences cover a wide range of knowledge, skills, abilities and personal qualities that are necessary for successful functioning in the modern world (*Balaniuk, 2018*). Therefore, the transition to the content of education aimed at developing key competences means a shift in emphasis from the simple transfer of information to the development of a set of skills and abilities necessary to solve real-life situations. This may include critical thinking, communication skills, collaboration, problem-solving, creativity, and others. Mastering key competences enables students to effectively cope with various tasks in professional, social and personal spheres of life. For example, the ability to analyse information and make informed decisions can be useful in any field of activity, from office work to solving everyday problems (*Khodunova, 2018*).

Therefore, in view of the above, the transition to key competence-based learning is an important step in preparing students for life in the modern information and globalised world, where the ability to adapt, analyse and solve problems is critical.

2. Defining the concepts of "competence" and "competence-based approach"

The rapid development of the market economy and social relations in the twenty-first century in the world affects the growth of requirements for personal and professional qualities of graduates of higher education institutions, including in Ukraine. They are designed to ensure the competitiveness of specialists for their employment and successful professional activities. Under these conditions, higher education should train specialists with the formation of qualities that reflect their value orientation, professional competence, social orientation and the ability to meet personal and social needs of a person with a professional level that meets international requirements and standards (*Balaniuuk, 2018*).

Competence is a complex personal formation that integrates knowledge, skills, abilities, personal experience of its implementation, attitude to the process, result, in accordance with the requirements of a particular activity, and creates the prerequisites for active independent action. Therefore, competence is not limited to knowledge, individual skills and abilities, but refers to complex skills and qualities of a personality (*Hushlevska, 2004*).

Key competences, which are characterised by multifunctionality, interdisciplinarity, multicomponent, focus on critical thinking, reflection, and determination of one's own position, are an integral characteristic of the quality of students' preparation for future professional activities. They characterise their ability to use knowledge, skills and attitudes to the range of professional tasks in a meaningful way. Achieving the highest level of development of professional competence of a graduate of a higher education institution is the main task of modern education.

The State Standard of Basic and Complete General Secondary Education (approved by the Cabinet of Ministers of Ukraine on 23 November 2011, No. 1392) defines the concepts of "competence", "key competence", and "competence-based approach":

"competence" is an integrated ability of a student acquired in the learning process, consisting of knowledge, skills, experience, values and attitudes that can be implemented in practice in a holistic manner;

"key competence" – a specially structured set of characteristics (qualities) of a personality that enables him/her to act effectively in various spheres of life and belongs to the general content of educational standards;

"competence-based approach" – the focus of the educational process on achieving results, which are hierarchically subordinated to key, general subject and subject (industry) competences.

The document also identifies the key competences that should be formed in the process of educational activities in an educational institution: civic, general cultural, health, information and communication, communicative, interdisciplinary aesthetic, subject (sectoral), subject art, project and technological, social (*DESECO, 2011*).

3. Features of the competence approach when implemented in the educational process

Developing competencies among students is very important in today's world with numerous challenges and opportunities. Here are a few reasons why it's important: rapid technological and social change requires people to be flexible and adaptable, and developing skills such as critical thinking, problem solving, and communication skills helps students prepare for these changes and effectively adapt to new situations: competitiveness in the labor market; Today's society faces complex challenges such as climate change, economic hardship and social inequality, and developing competencies related to problem-solving and collaboration can help job seekers become active participants in solving these problems.

Based on the analysis of scientific sources and during pedagogical observations, we noted the following features of the competency-based approach:

- recognition of competencies as the final result of training and their purposeful formation (*Khodunova, 2018*);
- transfer of emphasis to the ability to use information to solve practical problems;
- assessment of the level of development of competencies among students as a result of the educational process (*Voloshchuk, 2014*);
- student-centered orientation of education.

However, there are a number of challenges that may hinder the implementation of the competence-based approach in HEIs Based on pedagogical observations and analysis of scientific papers, we note the following:

– The development of new educational programmes based on the competence approach requires considerable effort and time and requires retraining of teachers and updating of methodological support. Implementation of the competency-based approach requires taking into account the experience and needs of students, as well as the specifics of a particular higher education institution.

– The implementation of a competency-based approach requires additional resources, such as teaching materials, software, equipment, and methodological support.

– The traditional assessment system does not always meet the needs of the competency-based approach. New assessment methods need to be developed that assess not only knowledge but also skills and competences.

– Implementation of the competency-based approach requires constant monitoring and evaluation of its effectiveness. This requires additional resources and effort.

These challenges can be an obstacle to the successful implementation of the competence-based approach in higher education institutions, but with the right approach and support, they can be overcome.

Therefore, it can be argued that the relevance of the competency-based approach is due to the fact that the competency-based approach is defined as a social educational strategy focused on an individual who is ready to make a free humanistic choice; primary focus on such professional vectors and goals as training, self-education, self-determination, self-realization, socialization.

4. Conclusions

The authors developed recommendations for higher education institutions on the introduction of a competency-based approach to teaching:

1. It is recommended to analyze the current state of the educational process, identify the needs and capabilities of a higher education institution to implement a competency-based approach.

2. It is important to ensure that teachers are trained to work with a competency-based approach, including training in new techniques, advanced training and exchange of experience with colleagues.

3. Curriculums should be aimed at developing not only knowledge, but also skills, abilities and personal qualities necessary for the successful adaptation of the applicant in the modern world.

4. The content of educational programs should be organized not by individual disciplines, but by key competencies, which allows students to acquire knowledge and skills in the context of various disciplines.

5. Development of critical thinking and creativity: teaching should be aimed at developing in students the ability to analyze, evaluate and creatively use knowledge.

6. To enhance student activity, it is recommended to use interactive teaching methods, such as project activities, group projects, interactive forms of work, etc.

7. Taking into account the personal characteristics of education applicants.

8. Develop assessment criteria that correspond to key competencies: these can be multi-level tasks that allow the applicant to assess his level of knowledge and choose the appropriate one. It should be noted that it is necessary to evaluate not only knowledge, but also the ability of students to apply it in practical situations and solve real problems.

The above analysis allows us to draw the following conclusions: the competence approach allows us to move from the assimilation of knowledge to the reproduction of knowledge in practical activities; set interdisciplinary integrated requirements for the result of the educational process; link the goals of higher education with the needs of the labor market; focus on the variety of professional and everyday situations in social life; increase the employability of graduates.

Competence approach prepares students for life in a dynamic world where they will have to constantly learn and adapt to new conditions; it is used in many countries around the world, making education more integrated and mobile.

The prospects for further research on this issue are determined by the importance of the proper development of the competence approach in a modern institution of higher education, taking into account the urgent need of society for a competent future specialist.

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MODERN FRENCH AND AZERBAIJANI POETRY AT THE LEVEL OF COMPARATIVISTICS

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Summary

In the article, the stages of development of Azerbaijani poetry from the 19th century to the 20th–21st centuries, which were accompanied by fundamental changes, were reviewed. It has been noted that the wars that took place at the beginning of the 20th century and the strict rules and regulations applied by the Soviet regime had an undeniable influence on our literature. It was at that time, during the years of Repression, prominent representatives of Azerbaijani poetry were subjected to political oppression and persecution, exiled and shot. The names of the poets who played a special role in the development of Azerbaijani poetic thought during the Soviet period were mentioned, and at the same time, the genre and form innovations they brought to our poetry were shown. Starting from the 60s, poets and writers began to deepen their view of man and his spiritual world. This movement, which began in literature for the sake of freedom of speech and thought, political thought, pluralism, national independence, and social justice, was continued in the 70s and 90s, and finally achieved its prospective goals with the acquisition of political sovereignty and state independence of Azerbaijan. The trend of critical realism that prevailed in Azerbaijani poetry in the 19th century was replaced by socialism-realism in the 20th century. The names of the leading representatives of this current have been mentioned. The article compares the similarities and differences of both French and Azerbaijani poetry of the 20th century in terms of literary trends, form, content, and genre, citing the names of poets and showing examples. In particular, the poems of the French surrealist poet Jacques Prévert are compared to the poems of Rasul Rza and Huseyn Javid and Adil Mirseyid. The article also examines the form and content of the newest poets distinguished by their innovation in 21st century Azerbaijani poetry.

Key words: repression, free verse, innovation, philosophical lyricism, visual poetry, plot lyric.

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1. Introduction

Fundamental changes in social and political life from the first years of the 19th century, the occupation of the northern part of Azerbaijan by Russia had a significant impact on the country's cultural life, including the development of literary and aesthetic thought. The strong interest of Azerbaijani intellectuals – poets and writers – in the West and Europe, in turn, led to the increase of humanity, vitality, and social pathos in fiction. Its subject range has expanded, its social and political content has become fuller (*Asgarli, 2005: 5*).

The socio-political and cultural climate of the 20th century, which is mostly remembered for the First and Second World Wars, certainly did not leave an impact on Azerbaijani literature. The development and changes in the minds and thoughts of people in the West, at least in part,

had their effect on the Azerbaijani literary environment of that time. Of course, this effect could not be complete. Because Azerbaijan, as a country within the Soviet Union, was subject to the strict rules and regulations imposed by the Soviet regime. These rules shackled people's freedom of thought and feelings and hindered the development and flowering of Azerbaijani poetry at the beginning of the 20th century. In particular, the terrible repression of the 1930s dealt a heavy blow to the literary and cultural life of Azerbaijan and caused the physical and spiritual destruction of free-thinking poets and writers. The supporters of Stalin's ideology wanted to destroy the intelligentsia of the Azerbaijani people, hinder the nation's self-awareness process by rotting it in prisons and exiles, separate it from its moral roots, and turn it into a blind executor of communist doctrines. It was in those years that dozens of bright and creative people, such as the great playwright H. Javid, the brilliantly talented poet M. Mushfiq, prominent prose writer and literary critic S. Huseyn, famous poet A. Javad, author of the first (and last) anthem of the Republic of Azerbaijan, prolific writer and scientist Y. V. Chamenzaminli, Turkologist-scientist B. Chobanzade, rector of Baku State University, writer T. Sh. Simurg, Khadija Gayibova, who opened the first Eastern Conservatory in Baku, prominent theologian-scientist, Baku veteran Mir Mahammad Kazim Agha, folklorist-scientist H. Zeynalli, the most prominent performers of tragic roles on our stage A. M. Sharifzade, U. Rajab became victims of Stalin's repression machine. All these creative intellectuals were shot, except for Y. V. Chamanzaminli and H. Javid, who died in exile and in prison.

However, despite the fact that such negative situations caused certain disappointment, discouragement and stagnation in the literary and cultural life for many years, in this period, highly talented and often aesop such as J. Jabbarli, M. Mushfiq, S. Vurgun, O. Sarivalli, R. Rza artists who influenced ideological frameworks with their language also emerged. In those years when the ghazal was considered an outdated and limited genre in official circles, the outstanding poet Aliaga Vahid created elegant ghazals rich in deep meanings.

2. Main text

Huseyn Javid (1882–1941), one of the victims of repression, is a powerful dramatist and poet who enriched Azerbaijani literature both in terms of genre and content with his 30-year work. His works enriched Azerbaijani literature in terms of themes, brought human conflicts and brilliant characters with deep thoughts, sensitive hearts and great passion to dramaturgy.

Samad Vurgun (1906–1956) is one of the most prominent poet-playwrights who grew up in the Soviet era. The main features of his poems are to grasp the wonderful beauties of Azerbaijan's nature, the heroic history of our people, and our humanistic values with philosophical depth and interpret them romantically.

Poems written by Rasul Rza (1910–1981), mainly in free verse, had a great role in the development of Azerbaijani poetic thought during the Soviet period. R. Rza's poetry, an innovative poet, is distinguished by its philosophical lyricism, vividness of thoughts and emotions, and original poetic images. His philosophical poems from the "Colors" series, "Fuzuli", "Gızilgul olmayadı" and other lyrical poems are among the best examples of Azerbaijani poetry. He can be compared with the French poet Jacques Préver in terms of his innovativeness, philosophical lyricism, and free verse poetry, as well as his dramaturgical and screenwriting abilities.

Starting from the 60s, a novelty, a new breath brought by new faces began to be felt in Azerbaijani literature. This new generation of creative people showed a different, deep view of man and his inner world. The most popular heroes of the literature of the 60s were the

pure-hearted truth-seekers whose strangeness was sometimes regarded as madness, the extraordinary people who did not find their place in life, and for that reason sometimes wandered, but were amazed by real people and human feelings.

This movement, which began in literature for the sake of freedom of speech and thought, political thought, pluralism, national independence, and social justice, was continued in the 70s and 90s, and finally achieved its prospective goals with the acquisition of political sovereignty and state independence of Azerbaijan.

In harmony with what has been said, the instructive pages of folk history and lyrical-psychological experiences prevail in the poetry and dramaturgy of artists such as Bakhtiyar Vahabzade (1925), Nabi Khazri (1924), Nariman Hasanzade (1931), Jabir Novruz (1933–2002), Mammad Araz (1933–2004), Fikret Goca (1935), Fikret Sadiq (1930), Alakbar Salahzade (1941), Isa Ismayilzade (1941), Sabir Rustamkhanli (1946), Famil Mehdi (1934–2002), Tofiq Bayram (1934–1991), Arif Abdullazade (1940–2002), Huseyn Kurdoglu (1934–2003), Ilyas Tapdig (1934), Musa Yagub (1937), Chingiz Alioglu (1944), Nusrat Kasamanli (1946–2001), Zalimkhan Yagub (1950), Ramiz Rovshan (1946). The poems of these poets, as well as those of Gabil (1926), which are always distinguished by their relevance, the poem "Nasimi", many works of Adil Babayev, Islam Safarli, Huseyn Arif, Gasim Gasimzadeh, Aliaga Kurchayli are valuable examples of our literature.

Ali Karim (1931–1969), Khalil Rza (1932–1994) and other poets are selected among those who prepared the artistic ground for the new stage of Azerbaijani poetry and actively participated in this process. The elements of the romantic trend are showing themselves in the works of these poets.

As it can be seen, European trends such as Dadaism, Expressionism, Symbolism, Surrealism, which appeared in French literature until the 50s of the 20th century, are alien to Azerbaijani poetry. This fact is perhaps characterized by the fact that the Soviet government kept Azerbaijan's culture and art in its grip. However, it is possible to find certain similarities and parallels between French and Azerbaijani poetry in the 20th century. One of them was the diverse development of free poetry in the literature of both countries. This, in turn, created a foundation for the transformation of poems created in Azerbaijani poetry into songs, as well as in French poetry. For example, we can show the songs composed to the poems of J. Prever, L. Aragon, B. Vian, N. Khazri and R. Rza.

Another feature that unites Azerbaijani and French poetry of the 20th century is the similarity of content. In this century, the topics of love, freedom and war are relevant in both Azerbaijani and French poetry. Examples of the theme of war are S. Rustam's "Ana ve pochtalyon", R. Rza's "Ayrılıq", "Vəfa" and P. Eluar's "Freedom", J. Prever's "Family Story", "Barbara".

French and Azerbaijani poets of the 20th century (J. Prever, N. Khezri, R. Rza) were known as playwrights and screenwriters at the same time. Cinematographic style was also found in the poetry of these poets.

At the beginning of the 20th century, satire and critical poems were included in Azerbaijani poetry, as in French poetry. Such poems include M. A. Sabirin (1862–1911), who is considered a poet of the 19th–20th centuries, and his followers, A. It is found in the poetic works of Gamkusal (1880–1919), A. Nazmin, M. Mojuz and J. Jabbarli (1899–1934). Sabir, who developed and expanded the traditions of satire in our classical poetry, at the same time infused satire with a revolutionary content, raised it to a higher level and thus created a new school-revolutionary-satirical school of poetry in our poetry. (*Mammadov, 2005: 6*) The satirical poems of Sabir and his predecessors were published especially in the magazine "Molla Nasreddin" (1906–1931), which was the first illustrated satirical humorous magazine in

Azerbaijani Turkish. The target of poets' satire and humor was usually religion, ignorance, poverty, stratification, Russian rule, local landlords. Another poet known for his satire, Jafar Jabbarli, in his first satirical and lyrical poems, learned to laugh at the flaws in society with subtle sarcasm, bitterly whip them, expose them and arouse hatred against them. As in his plays and stories, in his satirical poems, the issue of the attitude towards women in the conditions of capitalism has an important place. In his satirical poems, the writer criticizes the negative attitudes of his society towards women and calls them to defend their rights.

In general, Azerbaijani poetry in this period is rich in national color. In French poetry, this is very little, almost non-existent.

However, there are poetic forms in French poetry that were also developed by Azerbaijani poets under different names. In this sense, an example can be given from his "poème-spectacle-poem-play" and "poème-film-poem-film" belonging to J. Prever's poetic creativity. In fact, this form existed in Azerbaijani poetry at that time under the name "plot lyric", but it is only now being discussed in Azerbaijani literary studies. These similarities can be identified when looking at the poem "Girl's School" written by H. Javid (1882–1941). This poem is in the form of dialogue, like Perver's poem "L'accent Grave" called "Poème – spectacle". The plot of both poems is taken from school life. It should be noted that H. Javid, one of the founders of 20th century Azerbaijani romanticism, was also a playwright like J. Prever. This style of the poet, who is the author of many famous dramas, also influenced his poetry.

Researchers writing about the dialogues in Javid's poems have noted that some of his poems are reminiscent of a small scene. The lyrical situation in "Girl's School", one of such poems of the poet, is expressed by such concise dialogues. "The poetic dialogue in the poem "Girl's School" created on the basis of dialogues serves to understand the nobility and sublimity of Gulbahar. Gulbahar Javid's poetry is a kind of continuation of the orphans and little wanderers, whose real adornment is purity and knowledge, and who is individualized not by gold bracelets, but by his simple clothes and clear, rich spirituality. The dialogues in the poem "Girl's School" sound more like natural verses than dramatic dialogues, express poetic confession" (*Aliyeva, Ahmadova, 2017: 53–54*). Let's look at an excerpt from the poem:

My dear, my child! What is your name?

Gulbahar.

So, do you have a mother or father?

There is.

Is your father rich?

Yes, rich, gentleman...

So why are your clothes so poor?

In general, the poem "Girl's School" is considered to be the most vivid example of plot lyric in Azerbaijani poetry. The poet here uses aphorisms along with poetic and philosophical generalizations. It should be noted that J. Perver also used aphorisms in his poems and even created his own aphorisms.

As in the poem "L'accent grave" by J. Prever, there is a dialogue between the teacher and the student in the poem "Oksüz Anvar" by H. Javid.

Rasul Rza (1910–1981) is one of our poets who stood out for his innovation in Azerbaijani poetry in the second half of the 20th century. R. Rza's philosophical lyrics of the 1960s influenced a series; these poems were related to each other in the poet's books, as well as forming a unity. The famous "Colors" series has a separate place in R. Rza's poetry of this period. The series was first published in 1962 in "Azerbaijan" magazine (#11). This edition of the series consisted of 27 poems. The series was immediately met with sharp criticism in literary criticism.

However, the poet did not back down from these criticisms, he added new poems. In total, the series consists of 33 poems (*Anar, 2005: 20–21*). When you read "Colors" from cover to cover, you discover what each color resembles and the identity between this similarity and individual events. R. Rza tries to create a poetic impression of a certain color with words and phrases that seem incomprehensible and somewhat abstract at first glance. Only in the whole picture everything looks exhausted. The talented literary critic R. Khalilov in his monograph "Poetry of Rasul Rza" called the poet's colors the poetic peak of color perception and color vision in the literary process of the period. R. Khalilov points out that the *verlibre* of "Colors" was first used in a very original form by the French poets Appoliner, Desnos, and Santrar. He emphasizes that it is extremely difficult to try a pen in this form, which seems easy at first glance. Because each verse should have a poetic function here, and a certain psychological state should be visible from the "bulk" of this verse (*Yusifli, 2010: 1,3*).

The series "Colors" is a movement from "Painting" to philosophy" (Ilya Selvinsky). Indeed, this series, written in the 60s, cannot be evaluated as just a modern poem, this series has a process of understanding life and a way of approaching life from a philosophical aspect.

It is a pity that many people thought about the essence of Rasul Rza's innovation differently from his researchers, and those thinkers considered "Colors" to be a puzzling, inexplicable example of poetry. That is, like the poems of most French surrealist poets (*Yusifli, 2010: 1,3*).

As can be seen from the above, if J. Prever brought innovation to French literature with his collection of poems "Paroles", R. Rza signed an innovation in this genre in Azerbaijani poetry with his "Colors" series. There are many moments related to colors in J. Prever's poems. The poet was friends with artists and knew the language of colors, made collages. He, like R. Rza, was able to absorb the spirit of painting and the concept of color into the spirit of poetry. J. Prever expressed his thoughts about colors in his long poem "La couleur local". In this poem, he paints the landscape of Brötain with pink, blue, gray, red brown colors (*Prevert, 1972: 59*).

In the poem "Les couleur de Paris" – the colors of Paris, we see the landscape painter and painter Prever. Here is Paris presented in its colors from Prever's word brush: "Les toits de l'Opéra sont verts, le Moulin-Rouge est rouge et Notre-Dame est grise et le Sacré-Coeur blanc. /The roofs of the opera house are green, Moulin-Rouge is red, Notre-Dame is gray, and Sacré-Cour is white" (*Prevert, 1990: 133*).

In R. Rza's "Colors" series of poems, we come across Prever's game techniques. R. Khalilov rightly compares him with French surrealist poets. In the poet's poem "Red's shade of confidence" "Sun-drenched grapes", "Blue" in the poem "Among ice islands / Water streets", "Purple color" in the poem "White sedge / sun bathes", in the poem "Badimjani" "Bring back the lost soul / from the sky" we witness surrealist associations in lines like "hanging mountains". In these poems, we also see lists of unrelated words of the Preversaian "inventory" type. This technique can be found in the poems "The shade of love of white color", "Golden":

The meaning of life.

The mirror of the heart.

Something without a price and a sales pitch.

A key that falls on the door of a single heart.

The one who understands, hears

Man.

The mention of Balzac, Van Gogh, Ovod and Promotei in the poem "Dark Brown" also reflects Pasul Rza's interest in Western literature and painting. The poet combined the images that he adapted to the colors under the name of each color. The poem "Don't touch it is painted" reminds "Inventory that looks like Prever":

A smile on the lips.
 Chameleons.
 Experienced monkeys.
 Black yogurt.
 White institution.
 Edible sand.

Rasul Rza revives the Vietnam war in his poem "World of Colors". Prever touched on this theme in his poem "Histoire de chiens". Both poems contain images of innocent children who died innocently.

Both poets chose the title of their poems and presented the color red in different shades of meaning. J. Prever's poems "Immence et rouge-Infinity and red", "Le cheval rouge-The red horse" and R. Rza's "Shades of faith in red", "Shades of hope in red", "Red and black", "Crimson red" It reflects different meanings of color.

Such similarities show that there are already traces of the trend of surrealism in Azerbaijani poetry starting from the middle of the 20th century.

The work of Adil Mirseyid, whose poems have been published in the press since the late 70s of the 20th century and who is known as one of the modernist poets of contemporary Azerbaijani poetry, as well as an artist, translator, journalist, and essayist, keeps pace with the content and form innovation of European avant-garde poetry. That is why his poems have been translated into English, Russian, French, and Estonian languages. V. Yusifli writes about the poet: "Adil Mirseyid is one of the poets who created beautiful examples of Azerbaijani modernist poetry founded by Rasul Rza (*Yusifli, 2012: 13*).

Adil's poems have a very strong sense of artistry, which has been repeatedly noted by those who have spoken about his poems. Some connect this aspect with his painting. But in our opinion, this aspect comes not from Adil's professional painting, but from his poetry. Adil has such poems where the words are really full of color, and after reading the poem, a painting appears before the eyes of the reader. For example:

From every tableau of Togrul
 the same pomegranate smiles
 the same pomegranate red in each tableau
 on a different note
 red-alto,
 red-tenor,
 red-soprano

A. Mirseyid's painting is prominent in his poems "Watercolor", "In Front of Mirjad's Paintings", "Portrait of a White Woman", "Violet Evening" and others. But Adil is able to differentiate color with words, the pictures he draws with words are nature's own colors. A. Mirseyid's reputation as a modernist poet began to form in the 90s. Over the years, his poems have attracted the attention of both readers and literary critics in terms of content and form innovation. The poet's poem "Snow Sketch" should be especially mentioned. This poem is strikingly similar to J. Préver's poem "Faire le portrait d'un oiseau":

"Snow Sketch"
 it snows
 it snows

 it snows
 white cheese

black bread
 calls red
 it snows
 it snows
 it snows

In both poems, the poets create a tableau with the help of words. Prver's poem is relatively long. Critics call it "Art poetica". Gloria Lozan characterizes Préver in one sentence: "The work of a poet can be compared to the work of an artist. This poem is generally a metaphor for the profession of an artist, painter or poet" (*Lauzanne, 2022*). A. Mirseyid's poem is relatively short and he combined painting and poetry here.

It is clear from this that both poems show inter-art exchange and combine poetry and painting. As for its form, this poem reminds many of Préver's poems such as "Chanson de l'oiseleur", "Il pleut, il pleut", "Les bellles familles", "Quand la vie est un collier", which uses repetition technique.

As mentioned above, from the 60s of the 20th century, some elements of European avant-garde trends are already felt in Azerbaijani poetry. For example, elements of the trend of symbolism can be found in the poems of V. Samadoglu, R. Rovsha, surrealist associations and forms in the poems of R. Rza and A. Mirseyid.

In the 21st century, Azerbaijani poetry, breaking all traditional shackles, is developing in a diverse way. From this point of view, the creator of the word "Surrealism" Giyyom Apoliner can be cited as an example of the visual poetry of Salim Babullaöğlü, the poems of Rasim Garaja, who carry dadaist and surrealist thoughts, as well as the minimalist poems of Salam Sarva.

Matanat Vahid writes: In principle, every art form is multilingual, and intermediality is the creation of intratextual relationships in the artistic work by using this "polyglot" (Lotman). Poetry, which can be connected with all types of art, is especially related to the field of painting. In visual poetry, which is a synthetic genre, the author uses the intervention of another semiotic system to expand and double the space of the poetic text. The Greek philosopher Simonides called visual art silent poetry and poetry speaking painting.

The history of visual poetry, expressed in different terms in the history of world literature, belongs to the III century BC. In modern times, the best examples of this poetry – calligrams can be found in the work of G. Apollinaire. The development period of visual poetry is generally taken from the second half of the 20th century (*Unit, 2018*).

In modern Azerbaijani poetry, we find examples of visual poetry for the first time in the work of Selim Babullaoglu. Examples of this are his "Dancing Spanish Girl", "Bullet", "Tree", "Man in the Rain", "Old Scales", "Wine Bottle", "New Year's Candle", "Landscape" and others works.

One of the modern Azerbaijani poets who stands out for his innovative poetic creativity is journalist and poet Rasim Garaja. Kismet Rustamov writes about the series of "Meaningless Poems" in his "The Sun About Death" book: "These poems seem to have been written by the method of the Dadaists" (*Rustamov, 2017*). Analyzing Rasim Garajan's poem "In the Park", he draws attention to the lines in the last stanza of the poem:

Avant-garde, arabesque and anti-lyric,
 see what we will tear from the day that ends.
 It's one o'clock in the night and we can go out
 From Alain Rob Grien's Labyrinth.

According to Kismet, one can read Rasim Garajan's poems based on the ideas of the French writer Alain Rob Grien (1922) about the place of things in the world. Griye thinks that the only things that are unchanging and healthy are objects, objects. In his turn, R. Garaja writes in a poem about the nature of the object from the "Things" series in the book "The Sun About Death":

Bed
Who says things have no memory
look,
this bedding that goes in the moving truck
It turned to wash, shriveled by the abundance of sadness.

The soul of "Things", a conceptual series written by the poet, is hidden in the emphasis on the "memory of things" in this poem. In fact, this verse could be an epigraph to the series itself. But he says to phenomenology, which is one of the great philosophical theories of the 20th century, that things and gestures filled with different meanings for centuries should be bracketed and presented to the reader in order to see them from a new perspective. Let's take a look at R. Garaja's poem "Fish Ear":

Herringbone condom
Car accident mobile phone
subway token in the girl's bag scattered on the asphalt
everything was there: pin.....
lipstick In a word
ATM card Everything you can identify him with
just a nail biter
smoking and no one could understand
a miniature fish ear with pencil enamel
salvador dali
US dollar
pin..."

Analyzing the poem, G. Rustamov writes: "This is a multi-interpretation, multi-meaning poem that invites the reader to be interactive. In one line, the author says about the girl who got into an accident, "everything you can recognize her", but does not assign any of the mentioned objects, as well as presents a list, and in the end, we are unexpectedly presented with another object (cockle-shell) (*Rustemov, 2017*).

Surrealist enumeration technique, poor use of punctuation marks and the word "cockle-shell" which contains a special code attract attention in this poem.

Salam Sarvan (1966) is one of the poets who stand out in modern Azerbaijani poetry with his original style. Salam Sarvan is called "the last poet who had a reader", "a man who created a new stage in Azerbaijani poetry", "the poet who created the Salam school of poetry", "a writer who creates discouragement in the reader", etc. Literary criticism does not know which aesthetic to attribute it to. In this sense, there are those who characterize the poet with contradictory epithets: "Decadent poet", "Symbolist poet", "Postmodernist poet", "Poet combining symbolist and postmodern elements in his poems", "Manifestation of spontaneous postmodernism", "Poems with futuristic and surrealistic elements..." and etc.

There are conflicting opinions about the innovation and distinctive features he brought to literature: "The skill of working with words", "Maximum exploitation of phraseological units in terms of language", "New intonation", "Mastery of unexpected poetic maneuvers within the narrow possibilities of syllable weight", "Concrete, precise poetry" ", "Ironic poetry", "Deconstructing the thought from Fizuli to Ramiz Rovshan within symbolic contours", "Offering a new poetics by drawing a line over the previous poetics", etc.

Asad Jahangir writes about the poet: "He is the first poet who leaped over modernism and moved directly from symbolist poetry to postmodernist thought.

Salam Sarvan is still the last poet to create a school in Azerbaijani poetry. Dozens of poets can be named who revolved around his words, among them there are talented ones, as well as mere imitators. I don't know a second poet in Azerbaijani poetry who, like Salam, tried to remove the petrified figurative clothes of the word and return it to the layer of real, vital, real meaning" (*Rasuloglu, 2011*).

Salim Babullaoglu also says the following about the poet: "If Jalil Mammadguluzade brought satire and irony to Azerbaijani literature and prose, and Sabir brought satire and irony to our poetry, Salam brought the sense of "absurdity" and "existence" and "self-irony" to Azerbaijani poetry. Also, in terms of renewing the old metric from an internal point of view, Salam is a step-by-step poet, a bright talent, an original poetic path that has been confirmed."

Writer Khan Rasuloglu evaluates him as follows: "Salam Sarvan did in poetry what Salvador Dali did in painting" (*Rasuloglu, 2011*).

The "Miniature Poems" series in S. Sarvan's work is especially interesting. Poems consisting of 2, 3, 4, 5 and more verses are reminiscent of the minimalist poems of Paul Éluard, Louis Aragon, and Jacques Préver, who were first Dadaists and then Surrealists. The elements of these trends that arose in Europe in the 20th century, the freedom of thought, the boundless freedom of free poetry are already showing themselves in contemporary Azerbaijani poetry in the 21st century. This can be clearly seen in some of Salam's poems:

Birthday... You run into the house in the storm
 Leo, Year of the Horse, you run away in an earthquake
 Dog day There is no other reason to come and go
 The house he built in his dream
 from the landslide in it.
 this poor thing flew again –
 I missed a lot yesterday
 I put all my pictures in front of me:

I was not looking at the people in those pictures, but at the trees and buildings in the background.

The reviewed poetic examples suggest that modern Azerbaijani poetry, which took a step towards renewal starting from the middle of the 20th century, is being developed today by young poets who are very talented wordsmiths in terms of content and form. Modern Azerbaijani poets do not only touch on social, human and philosophical problems. Today, as in the 90s, the themes of patriotism and war are relevant in our poetry. The expression of this topic in the form of a free seir should be especially noted:

A thousand years into 44 days,
 We have written the history.
 Karabakh is Azerbaijan,
 We have won.

It is gratifying that the works of the Azerbaijani poets whose works have been reviewed above are being translated into English, French, Russian and German languages and brought to the world community. These masters of words, who are the predecessors of world-famous genius Azerbaijani poets such as Nizami, Nasimi, and Fuzuli, introduce contemporary Azerbaijani poetic art to the world. The research, analysis and presentation of the poetry of these talented poets at the international literary level is one of the main issues facing young researchers.

3. Conclusions

The occupation of the northern part of Azerbaijan by Russia strengthened the intellectuals' interest in the West and Europe. The Soviet regime, which existed in the 20th century, not only closed the borders between countries, but also shackled people's freedom of thought. Intellectuals, writers and poets of Azerbaijan, who were part of the Soviet Union, became victims of the repression of the 30s. After the years of repression, there was depression and stagnation in the literary environment. Nevertheless, in the Soviet era, starting from the 60s, Azerbaijani poetry made new contributions to the development of our poetry with its new representatives. Although the trends that existed in French poetry until the 50s of the 20th century are foreign to our poetry, it is possible to find certain similarities in the form and content of the poems. The similarity of content (war, satire, love) in the poetry of both countries attracts attention. We saw this when comparing the poems of the French surrealist poet J. Prévert with the poems of H. Javid, R. Rza, and A. Mirseyid. Elements of literary trends such as symbolism, dadaism, and surrealism, which existed in France at the beginning of the 20th century, can be found in contemporary Azerbaijani poetry. For example, elements of the trend of symbolism can be found in the poems of V. Samadoglu, R. Rovsha, surrealist associations and forms in the poems of R. Rza and A. Mirseyid. In the 21st century, Azerbaijani poetry, breaking all traditional shackles, is developing in a diverse way. Salim Babullaoglu's "symbolist" visual poetry, Rasim Garağa's poems carrying dadaist-surrealist thoughts, as well as Salam Sarva's minimalist poems are bright examples of this. Modern Azerbaijani poetry, which took a step towards renewal starting from the middle of the 20th century, is being enriched and developed by talented young poets with the tendencies of Western poetry.

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DEVELOPING COMMUNICATIVE COMPETENCE OF STUDENTS AT ENGLISH LESSONS

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Summary

In the article the importance of developing communicative competence of students at English lessons, as one of the backgrounds for forming an individual is considered. The recent studies of solving this issue, as one of the necessary conditions in learning a foreign language, are overviewed. In the article the notion “communicative competence” and its components are determined: grammatical competence, discourse competence, that is the ability to build sentences in discourse for the purpose of forming meaningful integrity from a set of utterances, sociolinguistic competence, which lies in understanding the right usage of language standards, that depend on a particular context and strategic competence, which determines language techniques, that are used when interlocutors have a communication gap as a result of imperfect language knowledge. These techniques include: correction, paraphrase, parable, repetition and pause. The article exercises, tasks for developing communicative competence worked out by its author. Special attention is paid to the brainstorming activities, as an example, the author gives spidergram “Teacher”. The developed approach allows to monitor communicative competence development of students and to fulfil additional methodological approaches for developing creative activities of students.

Key words: communicative competence, prepared speech, unprepared speech, developing communicative competence.

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1. Introduction

The will to possess all the features of modern European society involves excellent English speaking and teaching English language is one of the components of educational policy. Modern society requires individuals, who can speak fluent English and can practically apply it. Exactly such individuals are needed in different industries. One of the conditions of achieving this aim is to improve the teaching level of English and to search new approaches to its learning, to develop communicative competence in particular. Thus, the theory is introduced only with practical aim – to help students perceive speech practice, develop speech intuition, form the abilities of self-control in building consistent patterns.

Analysis of the latest researches. The subject “communicative competence” has been studied by native, as well as foreign scientists. These are the researches of such native scientists as I. L. Bim, I. A. Zymova, H. I. Ibrahimova, A. M. Novikova, M. V. Pozharska, R. P. Mylrud, S. E. Shyshkova, A. V. Khutirsky and others. The psychological aspects of the problem of forming communicative competence are represented in the works of L. Shcherba, L. Vygotskiy, M. Zhyunkina, I. Cynytsa. Pedagogical and methodical problem of its forming were as well

developed by modern scientists: V. Bader, O. Biliaev, T. Ladyzhynska, M. Pentyluk, L. Matsko, H. Shelekhova, V. Melnychenko. Attempt to single out the component composition of communicative competence in foreign didactics and methods is connected with the names of such scientists as D. Hymes, A. Holiday, Jan van Eyck and others. D. Hymes, in particular, united the definition “communicative competence” (language rules), sociolinguistic (dialect language rules), discourse (rules of building the sense of utterance), strategic (rules of holding speech with an interlocutor).

The aim of the article is to determine the basic methods of developing communicative competence.

2. Main text

The term “communicative competence” refers to the relationship and interaction between grammatical competence (competence knowledge of grammar rules) and sociolinguistic competence (knowledge of rules of language use). The definition of communicative competence encompasses four different components. They are grammatical competence, discourse to form a meaningful whole out of a series of utterances, sociolinguistic competence, which refers to knowledge of sociocultural rules of the social context in which language is used and strategic competence which refers to communication strategies which a speaker uses when communication breaks down as a result of imperfect knowledge of the language. These strategies include correcting, paraphrasing, circumlocution, repetition, hesitation, avoidance and guessing.

However, grammatical rules should also be taken into account in developing communicative competence. Without having at least elementary level of grammatical competence one can’t communicate with an English native speaker. Thus, grammatical competence is a part of communicative competence. According to psychological point of view speech development occurs in both native and foreign languages from the moment of perception till utterance and from listening to speaking if we consider methodological terms. According to the quotes of N. Brooks “Language is not an object, but a process” and of P. Stevens “Language doesn’t exist, it occurs” we have to clarify what is meant under “it occurs” (*Bob Hastings, Marta Uminska, 2010: 16*).

What are the psychological features of oral speech?

First of all, speech should be motivated, that is the speaker should be willing to inform the listener about smth important, interesting or to get some information. In learning a foreign language the motives of students’ communication should be considered. They should be willing to communicate not only in order to get a good mark, but also to express their own thoughts and feelings (*ANNAMARIE, 2004: 31*). In no case should students reproduce a particular utterance word by word, learning it by heart.

Secondly, speech is always addressed to the interlocutor, that’s why the educational process should be organized in the way, that could allow students to speak freely with each other. The message will be successful if it is addressed to the class, not to the teacher or to the window, the last happens often, unfortunately.

Thirdly, speech should be emotionally marked, express personal thoughts, feelings, personal attitude to what is being informed. Thus, particular attention should be paid to the usage of intonational methods in order to express attitude and feeling to what is being expressed. This can be fulfilled through such tasks as: to tell the reason for liking the information, to affirm or to object a particular opinion, to express own pint of view as for the formulated problem.

Fourthly, any speech always depends on a particular situation. That's why tasks to develop students' communication in a particular situation should be developed.

In order to develop communicative competence of students I apply the following exercises for developing coherent speech.

Information-gap activities. an information gap is where two speakers have different bits of information and they can only complete the whole picture by sharing that information. One popular information-gap activity is called Describe and draw. In this activity one student has a picture and he mustn't show it his partner. The partner has to draw the picture without looking at the original, so the one with the picture will give instructions and descriptions, and the "artist" will ask questions. *Describe and draw* is the activity called *Find the differences*. In pairs students each look at a picture which is very similar to the one their partner has. They have to find, say, ten differences between their pictures without showing their pictures to each other. They will have to do a lot of describing and questioning and answering to find the differences.

Telling stories. one way of getting students to tell stories is to use the information-gap principle to give them something to talk about. Students are divided into groups. Each group is given one of a sequence of pictures which tells a story. Once they have had a chance to look at the pictures, the pictures are taken away. New groups are formed which consist of one student from each of the original groups. The new groups have to work out what story the original picture sequence told. For the story reconstruction to be successful, they have to describe the pictures they have seen, talk about them, work out what order they should be in, etc. The different groups tell the class their stories. Another variant of telling stories is when the students are shown a picture. One student starts telling the story in one sentence. Another student adds his own sentence, repeating the previous one. Next students give their versions, the last student retells the whole story. Teachers can also give students some objects or pictures of objects. In groups they have to invent a story which connects the objects. Teachers can encourage students to retell stories which they have read in their books or found in newspapers or in the Internet. The best stories, of course, are those which the students tell about themselves and their family or friends. Teachers can also offer their students chances to be creative by asking them to talk about their hobby or to describe the previous day in either a positive way or a negative way. When students tell stories on personal experience, their classmates can ask questions in order to find out more about what happened. Storytelling like this often happens spontaneously. But sometimes students need time to think what they are going to say.

Celebrities. Students name 5 celebrities. (This task can be also done in teams). Then students are asked to introduce the celebrities they would like to communicate with, invite for dinner, and what dishes they would like to treat them to.

Portrait interview. Students are divided into three teams. Each team gets a picture in order to be able to prepare as many questions as possible and to put them to other team.

Discussion. Before organizing a discussion, a teacher should always remember that students need time to prepare. It is necessary to give students time to think. Students can also be divided into small teams to study the topic, which is to be discussed.

Problem solving. These exercises make students think. Besides they help develop the ability to work in a team.

Questionnaire. Students discuss a particular issue in teams. For example, the following questions can be chosen for discussion: do you spend a lot of time on the phone? Who with? Have you ever got annoyed or frustrated when making a phone call? Why?

Making up problem situations. Students should prepare a story, relying on a problem situation. For example, how would you feel if: got married/failed an important exam/ met the Queen of England/ became homeless/had your car stolen/inherited million dollars and so on.

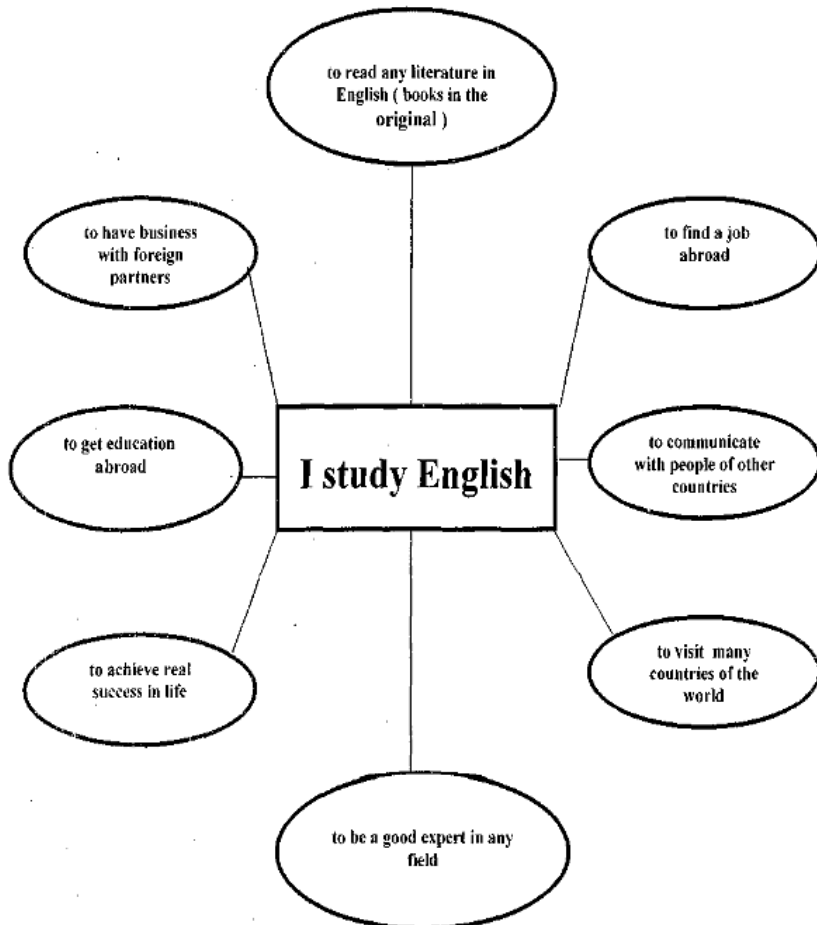
Mind mapping. This kind of work lies in making up a story using a picture and key-words. Spidergrams are also used as one of the means of mind mapping.

Spring

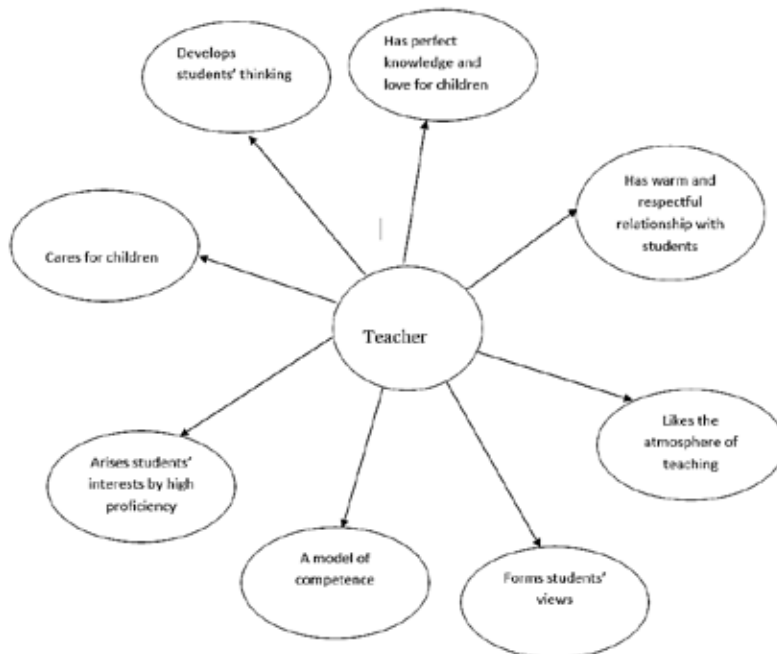
- The sun shines brightly
- Green leaves
- The most beautiful season of the year
- Fine weather
- A lot of flowers
- Blue sky
- Birds come back home
- Stay much time outdoors



Spidergram “Why should I study English?”



Spidergram “How do you describe an ideal teacher?”



To our mind, such kind of work as “brainstorming activities” deserves particular attention. First of all, a problem or a question should be clearly formulated.

Afterwards, students should suggest as many variants of its solving as possible.

For example, a problem “The reasons why I learn a foreign language” foresees lots ideas, even the most unexpected. At this stage it is necessary not to limit the participants of brainstorming activity, for them to suggest a lot of variants. Even the most unusual and absurd ideas are welcomed, as the aim of this kind of activity is to stimulate the creative skills of students. As a result, all the ideas and suggestions are analyzed, the best are singled out, some of the ideas are amended and the team leader draws a spidergram on a blackboard.

Role play activity

You are the secretary for David Beckham, the famous football player. He is away today, but he said that if anyone from BBC Focus called, you should try to make an appointment with him/her. Below is his diary for the next two days. It is not possible to cancel any of his appointments, and you cannot make an appointment before 8 a.m. If he is not available at any time, say why.

Expressing arguments against /for activity

- Everyone should have the right to choose whether they smoke or not.
- You can’t force people to stop if they don’t want to.
- Banning smoking would only force people to smoke in secret.
- Treating people with smoking-related illnesses is very expensive.
- The case that passive smoking harms people seems very strong.

Exchanging the ideas activity

Look at the picture below. How many of the people do you recognize? What is strange or unusual about the picture? Can you guess why the people are together at the table? If you organized a party who would you invite and why?



Fact or Myth?

Read the commonly held beliefs below.

Only three are actually true. Do you know which?

1. A sudden fright or terrible shock can turn your hair white overnight
2. Women have one more rib than men
3. New-born babies have more bones in their bodies than adults
4. One bite from a tarantula is usually deadly
5. Elephants are afraid of mice
6. If you are struck by lightning you will die
7. Turkeys cannot fly
8. When faced with danger, ostriches bury their heads in the sand.

3. Conclusions

Speech is a process of communication by means of language. Oral exercises are quite indispensable to develop speech competence. However, they only prepare students for speaking and cannot be considered to be “speech” as some teachers are apt to think and who are often satisfied with oral exercises which students perform following the model. In conclusion it should be said that prepared and unprepared speech must be developed simultaneously from the very beginning. The relationship between prepared and unprepared speech should very depending on the stage of learning the language. In the junior stage prepared speech takes the lead, while in the senior stage unprepared speech should prevail. The communicative activities developed should foster functional communicative competence among the children taught. The teacher should serve as a model for communication learning. A variety of situations can be created in the classroom for students to practice the different language functions. In teaching the students the teacher should be aware of the cognitive and communication developmental stages of the students.

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MULTICULTURALISM IN 20TH CENTURY AZERBAIJANI AND ENGLISH PROSE (BASED ON AZIZA JAFARZADEH'S "ELDAN ELA" AND DORIS LESSING'S "THE GRASS IS SINGING")

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Summary

In order to establish cooperation in the modern world, it is first necessary to achieve tolerance and multiculturalism in interpersonal relations. Multiculturalism primarily means ethnic, racial, religious, cultural diversity and values, and mutually tolerant relations with those values determine civilized moral and ethical criteria and values. It is an indisputable historical fact that the people who settled in Azerbaijan, regardless of their religion or language, lived in conditions of mutual understanding and tolerance in all periods of history. Even in the oldest examples of Azerbaijani literature, multicultural values have very deep roots. These values constitute the main line of the creativity of not only Azerbaijan, but also the wordsmiths and writers of the whole world. The highest criterion of personality is humanity, human relations, more precisely, tolerance. That is why representatives of other nations occupy a special place in the works of many writers who do not accept racial, national and religious discrimination. The fact that such improvement takes place through a multicultural environment once again strengthens the idea that multiculturalism has an important role in the real progress and development of humanity. The comparative study and evaluation of these issues in the work of Aziza Jafarzadeh, a bright figure of Azerbaijani literary prose, and a talented representative of English literature, Doris Lessing, is of great importance.

Key words: multiculturalism, coexistence, religious beliefs, tolerance.

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1. Introduction

Aziza Jafarzadeh, a well-known representative of realist historical prose in Azerbaijani literature, and the Nobel Prize laureate Doris Lessing, a prominent writer of English literature, used historical events to determine the main directions of the ethnogenesis of peoples and to reveal the features of people's memory against the background of the historical realities they recreated. In the works written by both writers, there is a set of humanistic worldviews and views that recognize the rights of the representatives of different peoples, the struggle of women, the reflection of Eastern philosophy, the philosophy of multiculturalism when approached from the prism of the problem of coexistence. In the second and third stages of Aziza Jafarzadeh's creativity, the historical novel genre is a priority. His outstanding works – "I have a voice in the world", "Return to the homeland", "Baku-1501", "Jalaliyya", "Sabir", "Eldan ela", "The tragedy of a voice", "Before "Gulistan" ", "Zarrintaj-Tahira", "Toward the Light", "Trouble", "Rubaba-Sultanım", "Tears of the Khazar", "Sultan of Love" novels are a manifestation of the writer's talent, hard work and fruitful searches. Since fragmentation is avoided in these works, the living panorama of the era, the continuous processes of events are given in unity. In addition to these, the

writer's novels are distinguished by the clarity of language and style, the originality of the writing style, the cross-line fable, the variety of characters and situations, and the internal dynamics of the described events and stories.

Aziza Jafarzade says: "If a heart does not have love for its people, nation, time, people of its time, how can it write?! You won't believe the writer, you won't believe it if you read it... In the historical works written by Aziza Jafarzadeh and Doris Lessing, who make us believe what we read and skillfully diagnose the "arrhythmia" of history, the issue of love for the motherland is at the forefront. Asifa Telman gizi Aliyeva, Ph.D. in philology, notes in her monograph "The Artistic World of Aziza Jafarzade" that the subjects of Aziza Jafarzade's historical works are diverse. In this regard, his works are characterized as follows:

1. Revival of literary and historical figures;
2. Creating an artistic picture of the historical period or historical events in the context of the current time period;
3. Highlighting the unstudied pages of our national history;
4. Artistic reflection of issues that shed light on our national-ethnic tragedies;
5. Turning to history to solve any problem that is relevant today. (*Telmangizi, 2002, p. 85*)

The direction of the artistic interpretation of A. Jafarzade's works "From the beginning", "Toward the light" (1998), "Zarrintaj – Tahira" (1996) written in the 90s of the last century is based on the ideological directions of our history – Alawism, Nematullahism, Bektashiism, Babilism, Bahatism. It is true that the image of some personalities is created here. However, as a whole, the writer aimed at the artistic understanding of these sects within Islam and aimed to reconcile Islam and secularism.

2. Main text

The novel "Eldan-ela" dedicated to the life and activities of prominent scholar, traveler, poet Zeynalabdin Shirvani, who has an important place in Aziza Jafarzade's creativity, is a very rich and effective literary and artistic work. Since the novel "Eldan-Ela" is written in a simple, witty, attractive style typical of Aziza Jafarzade's work, it affects the reader from the first sentences and forces him to experience the excitement of alternating events and situations throughout the plot. The internal structure of the novel, with its completeness and integrity, does not only carry an artistic-aesthetic feature, it allows to revive a lively, dynamic picture of the historical period as an example of a person's life. As candidate of philology Arif Zeynalli correctly noted, "the characters depicted in Aziza Jafarzade's novels are presented with all the lines of their character and inner world, so they have a natural and vivid effect and are memorable" (*Zeynalli, 2001, p. 44*). This work was created by adding additions to the writer's story "We are glad to see you, traveler". The novel consists of three parts: "Childhood", "Youth", "Perfection". In the indicated parts, the writer talks about the path of personal development, maturity and universal ideas of his hero. Although the events in the work begin in Shamakhi, they are related to the countries visited by Zeynalabdin, who traveled all over the world with the love of understanding man and the main purpose of his creation, learning the customs and culture of other nations. Here, the author showed that Zeynalabdin Shirvani was received with great sympathy in Iran, Egypt, India, Khwarazm and other countries as a talented scientist. The traveler (Zeynalabdin Shirvani) in the novel "Eldan-Ela" is also shown as a dervish of the sect, and in the "Nematullahi" sect, which is mentioned as "Nimatullahiyya" (*Bunyadov, 2007, p. 279*) in the book "Religions, sects, denominations" by academician Ziya Bunyadov, "Masteli shah"

it was mentioned that he was a member of a sect known by the nickname. Here, the writer criticizes Zeynalabdi, who is separated from his homeland, worried, bored, and eager to learn, in the section of the work called "Halimatun – Nisabayim". This scene created by the writer reminds of the meeting of Nushaba and Iskandar in N. Ganjavi's poem "Iskandername". In the "Halimatun-Nisabayim" section of the work, Nisabayim does not like Zeynalabdi's suggestion that the dervishes should leave the homeland to get away from tyranny, and he says: "If the youth of El-Oba are all involved in dervishism and involve others in it, what will be the continuity of the nation?" (*Jafarzade, 1992, p. 248*). In the work, the section called "Akhtaran tapar" reflects the writer's effective thoughts on racial, religious, and national issues. Here, the Christian priest Constantine's opinion "The world is the prison of the believers, the paradise of the infidel" (*Jafarzade, 1992, p. 273*) shows that the world's political upheavals and people's discontents are not only at the racial and religious level, but also in a pitiable human situation. In the part of the novel entitled "Perfection", the writer shows that the root of the unpleasant events in the world, wars, language, religion, and racial discrimination, the main character's combative behavior in disputes with members of other sects, and his attempts to encourage peoples to religious tolerance and coexistence reveal the idea of the work. If we look at the results of the work, it can be said that sectarianism and religious illiteracy are factors that harm multiculturalism. A person's religious beliefs, the path of the sect and the diversity of these sects are characterized as a factor that casts a shadow on the joint and successful future that the writer tries to convey in the work.

Doris Lessing, a prominent writer of English literature, a fantasist, a feminist, a Nobel laureate in literature, is the author of novels that contain various explanations of the philosophical problematics of humanity's passive participation in the struggle of powerful civilizations. One of the main distinguishing features of Doris Lessing's literary legacy is the issue of Eastern influence. Space fiction, which Lessing turned to in the last stage of his work and is considered by many Western literary scholars as a simple fiction genre, actually contains deep Eastern worldview canons. This quality takes him from the level of a simple experimentalist writer and turns him into a writer guided by ideas of self and identity in a globalized world. On the other hand, by bringing Eastern themes and ideas to Western literature, Lessing acts as a messenger, unites different civilizations, and helps establish a dialogue between them. The author himself divided his work into three periods in terms of subject matter. These are the period of Sufism characterized by socialism (1944–1956), psychologism (1956–1969) and more science fiction, in which he was a member of the "Left Book Club" and in which he devoted an important place to social criticism. In the latter period, Lessing wrote fantastic novels such as "Instructions for the Descent into Hell" (1971), "The Summer Before the Age of Sunset" (1973), "Marriages between the Third, Fourth and Fifth Zones" (1980), "Experiments in the Star of Sirius" (1981), "The Eight Planets", "Establishment of the Committee of Representatives for" (1982). Philip Glass composed an opera based on the motifs of the novel "Planet Eight".

In her own life as well, Lessing is constantly being explored for her concern with traditional gender issues and their implications. From the point of view of feminism and also the problem of racism, it is noted that the novel *The Grass is Singing*, which earned him the Nobel Prize, is very valuable. *The Grass is Singing*, published in 1950, is the first novel of English author Doris Lessing. It takes place in South Africa, Southern Rhodesia (now Zimbabwe) in the 1940s and tells the story of racial discrimination between whites and blacks in that country (then a British colony). It follows an emotionally immature woman's hasty marriage to a failed farmer and her subsequent mental breakdown, his murder, and the reactions of colonial British society. The novel created a sensation when it was first published, and was a notable success in Europe and the United States. One of the main reasons for writing the novel "The grass is

singing" is Lessing's childhood memories from colonial Rhodesia and the injustices he saw against blacks. It is known that the life he spent in the provinces of Africa became the source of his inexhaustible writer's inspiration for a long time. It should be noted here that the writer Aziza Jafarzade also traveled to Ghana in 1965–1966, and the events she saw and the environment she met there influenced her works and literary activity as well as the work of Doris Lessing. Doris Lessing's "The Grass is Singing" tries to reflect the culture-society conflicts that arise due to the differences between white and black people due to her close observation of the colonial system in Southern Rhodesia, a British colony. As a result of this, a real and at the same time imaginary, both individual and public, local and universal work has emerged. This once again proves the difference and uniqueness of the work "The Grass is Singing" and its author. Doris Lessing, who constantly emphasizes the futility of racial and sexual discrimination in her works, aims to convey to her readers the reflection of the opinion that different races can never mix with each other through her novels, and the most vivid example of this is Mary Turner, the main character of "The Grass is Singing". He overcomes the class-racial framework of the colonial society of which he is a part, and approaches the concept of "human being" who should not be differentiated according to his religion, race, language, and gender. Doris Lessing writes in her lecture: "Man is unfairly exploited, devalued and unaware of his abilities" (*Galim, 1997, p. 30*).

Doris Lessing describes in this work that whites despised Africans, did not respect blacks, and considered Africans as inferior individuals who should always remain below them. On the other hand, blacks also hate whites and resent the way whites treat them in their own land, especially since the days of colonialism. This artwork used many symbols to better understand the subject of apartheid in South Africa. The last chapter of the work describes the great tragedy caused by race and class conflict by examining three different individual spaces. The final section emphasizes the importance of interpreting "The Grass is Singing" using the theory of spatial criticism. It also shows that space is a non-homogeneous field caused by all kinds of forces. Whatever the location, a harmonious balance of all factors is a must. Social development requires a consistent multidimensional space. People can live and develop together in a harmonious space through constant communication and understanding between different people. As a conclusion that can be drawn from his works, it is noted that a person cannot come to the idea of human identity without fully understanding himself within the framework of individual identity, otherwise it is meaningless to talk about any idea of humanism, to analyze their significance and importance.

Correspondingly, in the "On the Road" section of the novel "Elden – Ele", the writer Aziza Jafarzadeh brings out the following reasoning during the conversation with Zeynalabdin of the dervishes of the Bektashi sect: "You have a particle of creation in you, whatever the creator created, he created it to make the world beautiful" (*Jafarzade, 1992, p. 37*). In this section of the novel, the writer's touch on the issue of human value, coexistence in the world, encouraging people to believe in their own strength, regardless of their identity, should be considered an important message. Since the novel "Eldan-Ela" is written in a simple, witty, attractive style typical of Aziza Jafarzade's work, it impresses the reader from the first sentences and forces him to experience the excitement of alternating events and situations throughout the plot. The internal structure of the novel, with its completeness and integrity, does not only carry an artistic-aesthetic feature, it allows to revive a lively, dynamic picture of the historical period as an example of a person's life. The opinions of Professor Ifrat Aliyeva, doctor of philology, who turned Aziza Jafarzade's creativity into an object of analysis at the level of modernity, are interesting in relation to the solution of the problem: "The result of Aziza Jafarzade's approach to history as a writer from today's position is that, just like in fantastic movies, history really

turns into today, and today's begins to serve their problems" (*Aliyeva, 2001, p. 54*). It is interesting that Aziza Jafarzade's novel "Eldan-Ela" stands out for its impressive expression of the spirit of modernity, unlike other works written in Azerbaijani prose. In other words, along with the historical context of the events and stories described by Aziza Jafarzadeh Zeynalabdin Shirvani regarding life and struggle, the aspect of modernity is equally relevant. The literary-artistic value of Aziza Jafarzade's novel "Eldan-Ela" is not limited only to its idea-problem features; the novel also has irreplaceable qualities in terms of genre and form, craftsmanship. The novel "Eldan-Ela" is not only the first historical novel in Azerbaijani prose that tells about the life of a traveler, but it is also characterized by its own genre type, form-style qualities. The events and stories that are the foundation of the novel's multi-faceted, complex plot are revealed against the background of historical sources and a comparative description of the travel notes and impressions of the main character of the work, Haji Zeynalabdin Shirvani. In the language and style of the work, the unquenchable torch of Azerbaijani literature has determined the originality of the genre type, with shades originating from the customs and traditions, ethnic differences, and national colors of the individual countries of the East. In the mentioned historical novel, the author was able to see and show the real picture of the period with the power of artistic imagination, in addition to benefiting only from sources based on accurate scientific facts and existing travelogues. In other words, the fusion of historical and artistic imagination in the novel "Eldenela" created unity and ensured the genre difference of the work. Although the writing of the novel on a historical subject allowed the author to benefit from the traditional principles of the genre at many points, he followed a more original path and significantly enriched the existing forms with new shades.

3. Conclusions

Approaching literature from the direction of multicultural values is considered one of the fundamental aspects that determine its greatness. In Aziza Jafarzade's works, the endless respect for scientists and writers belonging to other nations is reflected, and Doris Lessing's works depict the feeling of sincere attitude towards different beliefs and places, which is not only an artistic expression of the public opinion of her time, but also a manifestation of the worldview of her time. Both Aziza Jafarzadeh and Doris Lessing analyze the topics of different cultures in their works and urge people to understand and appreciate the intercultural difference. Thus, it is especially relevant in terms of the fact that such works reflect different individual and universal problems, as well as the problems of multicultural values, racial discrimination, their elimination, polyphonic relations outside the established "laws" and different approaches to "foreign" people. The desire to understand humanity as a whole, the need to look for the factors that unite different peoples with spiritual lines, the attempt to bring religions closer together, equal respect for the saints of different religions, the morality of valuing people not according to their race, but according to their value, and inviting everyone to mercy and compassion are the writers of these and it forms the basis of his other works. The analysis of the works of writers who guided themselves by the criteria of humanism in their works, regardless of whether they had feminist views or Sufi approaches at each stage of their creativity, shows that they address a wide range of problems. In these works, ideas that may seem quite different at first glance replace each other, but mainly the ideas of universal humanism are important.

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HARPSICHORD IN THE SOUND PICTURE OF THE XX CENTURY MUSIC, EXEMPLIFIED BY F. POULENC'S *CONCERT CHAMPÊTRE*

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Summary

At the beginning of the XX century harpsichord went through a major revival. The builders', performers', and composers' approach to reconstruction of this instrument and its sound characteristics have created a whole new system of artistic allusions. That system was unexpected in the context of the instrument's history, yet logical, considering the aesthetic of the time. Original harpsichord pieces of the early–20th-century composers commonly embody mechanical or automatic movements, imitate life of a big industrial city, show evil underworld forces and at the same time allude to baroque aesthetics, the interest to which triggered the revival of the instrument. Paradoxically, the harpsichord in the beginning of XX century is seen as something new and fresh, something able to replace piano, which had already passed its high point. Yet, the harpsichord revival started thanks to the new generation's interest to the music of XVII–XVIII century. Poulenc's harpsichord concerto, known also as *Concert champêtre*, written for Wanda Landowska and her unique Pleyel harpsichord, is treated here as one of the brightest examples of the multiplicity of meanings of the harpsichord sound in early 20th century.

Key words: France, Music, Baroque, XX century music.

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1. Introduction

If the Baroque era witnessed the flourishing of harpsichord all over Europe, the subsequent Romantic period saw the instrument's fall into oblivion. The early music revival of the early 20th century approached the reconstruction of this instrument in a way that by today's standards would be considered experimental. To the ears of composers who grew up to the sound of fortepiano of Chopin and Liszt the newly revived harpsichord sounded less nostalgic and more mechanical and un-Romantic. This could be the reason why the imagery of early 20th century harpsichord music pays tribute to mechanical, automatic movements, attempts to depict the life of a big industrial city and show some evil underworld forces, and also some archaic of exotic sounds, following Paris International Exhibits' insights. The harpsichord in the beginning of XX century is seen as something new and fresh, something able to replace piano, which had already passed its high point. At the same time we know that harpsichord revival started thanks to the new generation's interest to the music of XVII–XVIII century, and therefore the music of the time expectedly gestured toward the bygone epoch. Stylistic demand and historical feel caused the intention to listen to the music of the past in its original and pure form. Poulenc's harpsichord concerto, known also as *Concert champêtre*, written for Wanda Landowska and her unique Pleyel harpsichord, is treated here as one of the brightest examples of the multiplicity of meanings of the harpsichord sound in early 20th century.

2. Harpsichord in the 1st half of the XX century

The paradox of the harpsichord sound's semantics of that time consists of expected perception of the harpsichord as the purely baroque instrument with predictably nostalgic, neobaroque, neorococo, neoclassical connotations, but in the same time its new interpretation gave it the new image. Ralf Kirkpatrick in his article "The challenge of harpsichord" emphasizes these new paths in the interpretation of the harpsichord sound. Curious, that this problem is considered the "modern music problem" (Kirkpatrick, 1946).

After the period of bloom in XVI–XVIII centuries the harpsichord was superseded by another keyboard instrument – the piano. The start of revival of early music can be dated 1830-s: then Belgian musicologist and composer François-Joseph Fétis (1784–1871) organized in Paris historical concerts, and soon the idea, that early music should be performed on the appropriate instruments, was considered important. Already in 1880-s Paris Companies "Erard" and "Pleyel" had begun to produce the first "modern" harpsichords, the next year French pianist Louis Diemer successfully presented them in the "Historical concerts" at the World exhibition in Paris, so the active phase of the "harpsichord revival" had started. "The old French piano making companies of Pleyel and Erard exhibited three harpsichords, loosely based on a surviving Pascal Taskin harpsichord, at the Paris exhibition of 1889. So began the harpsichord's rebirth after almost one hundred years of neglect. Serendipitously, there was an increasing public interest in the performance of 'music of the past', so it was surely a timely renaissance" (McAllister, 2018). French Pleyel piano company, founded in 1807 and closed in 2014, constructed its first two-manual 'Concert Grand Harpsichord' with a significant sound variety, provided by set of pedals; in 1889 the instrument was presented at the World Fair and received great review. July 15th 1892 "L'Écho musical" describes it like: "matchless elegance, a marvel of refinement worthy of the famous firm whose name it bears [...] combining the delicacy and variety of timbre of instrument building of old with the precision and reliability of the modern"¹.

The new bloom of the harpsichord replied an idea of the taste changing in the beginning of the century, reflected in the new music as well as in the early music performance. Sound, long absent in the classical music tradition, came back from the depth of centuries. The music of line, rhythmically precise and well-articulated, followed to the post-romantics dynamic's palette. Composers began to treat piano as a medium of a new music colours, so as the harpsichord, which began to seem less archaic. The harpsichord, primarily revived as a proper instrument for the early music, in the same time kept the freshness and power, suitable for the modern music, and quite a few composers have written for it in the beginning of XX century – there are about 40 composers' names, some of them – well-known. Often this music appeared for certain performers, without idea of being published. Some of it is piano music, which also can be played on harpsichord, and some of it can be called "true" harpsichord music, written with a deep consideration. "Among those works written directly for the harpsichord there are varying degrees of success, according to the composer's familiarity with the instrument, but mostly according to the nature of his musical style. ... Many modern composers use the specific color of the harpsichord in combination with other instruments. Among the best known and most successful ensemble pieces are Falla's Harpsichord Concerto" (Kirkpatrick, 1946: 273–276). Harpsichord works of that time, written by Falla, Poulenc and their contemporaries, show great stylistic variety, from archaistic to contemporary, from earlier, preclassicist styles to experiments.

¹ "Pleyel harpsichord", Musical Instruments Museum, accessed July 15, 2019. URL: [//www.mim.be/pleyel-harpsichord?from_i_m=1](http://www.mim.be/pleyel-harpsichord?from_i_m=1)

The harpsichord pieces – or pieces equally good for piano and harpsichord – appeared thanks to Bohuslav Martinu, Jules Massenet, Mario Castelnuovo-Tedesco, Ottorino Respighi, Richard Strauss, Karl Orff, Ernst Krenek, Louis Durey. Some of the best are not perfectly suitable for harpsichord, but linear music and counterpoint, clear rhythm and jazz sound good on the harpsichord. Evidently, piano sound effects can not work on the harpsichord – like, for example, too widely spaced chords or jumps. Harpsichord texture supposes other effects, which were not evident for composers of XX century: close spacing of voices for the thickness, two or three widely spaced voices for thinness; harmonic intensity can be emphasized by the speed and direction of arpeggios.

“Skillful composers and continuo players in the eighteenth century managed the progression of their parts to indicate the fluctuations of musical expressivity. By thickening and thinning textures, by tying and repeating notes, by adding and subtracting voices, by doublings and innuendos, they managed to express the preparation and resolution of dissonances and to reinforce the fundamental harmonies. By the same devices they were able to provide accents, rests, intensifications and relaxations of the rhythmic phrase. – mentions Kirkpatrick. – The inflection of a melody was controlled not only by its own inherent structure but greatly aided by the conduct of simultaneous or accompanying parts. The vocabulary of broken chords known to the XVIIIth century accompanist of recitatives was endless, and it is regrettable that Falla seems to have realized this only partially. Fast motion, either in broken chords or stepwise, produces the greatest volume and brilliancy of sound. Slow motion especially requires skillful syncopations and interlocking parts, incorporation in the actual texture of the natural accents and shadings, to achieve the psychological tension which is substituted for sustained sound“ (*Kirkpatrick, 1946: 273–276*). The imaginary “sharpness” of the harpsichord sound can be balanced with other effects; the possibilities of two keyboards also give the option of simultaneous contrast in color. This all looks like technique needed to be rediscovered in the XX century – we know that at least thanks to evidences of the collaboration between musicians-performers and composers.

The intermission of innovations and tradition, “modern” and “ancient” was very important interaction in XX-th century culture. Thus, the early music revival in that time and the transformation of harpsichord from historical into the modern instrument had influenced on the XX-th century composers' work – says Kirkpatrick. One of the aspects of this intermission in that time is the use of the instruments, once forgotten and firstly revived for the performing of the music of the certain periods.

We mentioned earlier some composers writing for harpsichord; we can continue with a name of an outstanding Italian composer and pianist Busoni, who got acquainted with harpsichord during his visit to the Early music “prophet” – Arnold Dolmetsch, and used the sound of the instrument in the opera “Choice of the bride” (1912). C. Debussy in 1915 planned, but did not realize, the concept of the Sonata for oboe, french horn and harpsichord, presumably, inspired not just by admiration of Couperin and Rameau, but also by his work on editing of Bach's sonatas for harpsichord and violin. Among the melodies with the harpsichord accompaniment the most remarkable is the song by Moris Ravel with Lyrics of the French Renaissance poet Clement Maro “About Anna, playing harpsichord“. Ravel probably saw harpsichord at the salon of the couple Polignac: the spouses liked baroque and had a XVIII century instrument. The Rameau's “Dardanus” was produced in their house. Harpsichord was probably involved in some other concerts in this location like the 1922s premiere of De Falla's “El retablo de maese Pedro” in the Polignac's salon. The piece was ordered by princess Polignac who inspired and financially supported composers in such a manner. Compositions were devoted to her and

performed in her salon for select company – so usually they were chamber by their nature. Falla was inspired by Spanish artists of XV–XVI centuries and ancient Castilian folklore, including Catalonian villancico and Christmas songs. The composer also includes harpsichord and lute into the score. There is an evidence, that in case of absence of harpsichord composer and his colleagues turned piano to the “harpsichord”, putting some newspapers paper to the strings.

3. Wanda Landowska and The Pleyel Harpsichord

The earliest attempts of harpsichord revival showed inability to get rid of piano sound atmosphere, to avoid habitual/familiar aesthetics. Early XX century experiments with the instrument’s construction showed deep attachment to the piano, which reflected in construction elements of newly built harpsichords. One of such physical embodiments of the idea of the dual perception of harpsichord and his connections with piano sound atmosphere, so common for the XIX century, was The Pleyel harpsichord. Made upon request of Wanda Landowska, the most significant harpsichordist of the 1st half of the XX century, it launched the harpsichord revival in her hands. Polish by origin, in 1900 with a well-established reputation as concert pianist Wanda Landowska moved to Paris and soon devoted herself to the harpsichord promotion, though the instrument then considered hardly worth serious consideration. Her idea was to obtain a reliable and bright instrument for her recitals. Thus Landowska asked the help of Pleyel, and together with their chief designer she sought out and studied as many harpsichords as she could find, becoming a true ambassador of the company. On her request Pleyel from 1912 added the 16' register to the instrument. “The total tension of strings dictates the use of a cast-iron frame ... In yet another departure from classical practice – and presumably at Landowska's express wish – Pleyel designed the two keyboards to be only about 1/2" apart, possible to play both manuals at the same time with one hand, a feature often exploited by Landowska” (*Richard, 1979*). Despite the study of seventeenth and eighteenth-century harpsichords preserved in museums, in particular, made by Ruckers, Couchet, Blanchet and Taskin, the Pleyel instrument is not an exact copy of historic instruments. The outer design looks like piano case. There are the classic 3 sets of strings, 2 x 8' and 1 x 4', also a nasal register and lute register, but they are controlled by pedals, absent in earlier samples. This instrument was supposed to be more resistant the climatic circumstances and frequent transportation.

Thanks to Landowska exceptional fame and her pioneering the rediscovery of early music brought her and Pleyel Grand harpsichord to Auguste Rodin's studio in 1908. This instrument is fully restored now and was even involved into the lecture demonstration by famous modern harpsichordist Skip Sempe.

Despite Landowska’s remarkable influence on Historically Informed Performance (HIP), the HIP representatives nowadays often consider Landowska’s own interpretations of early music bygone and inauthentic. Frank Hubbard says: “Undue emphasis was laid on the ability of the harpsichord to vary its tone color. . . . These instruments produced an enormous variety of sounds, all bad. However, Pleyel was blessed by the genius of a young Polish pianist named Wanda Landowska, who in a transcendent exercise of pure imagination found a way of using even the Pleyel to make viable music” (*Hubbard, 1984: 8*). As critical was also Sir Thomas Beecham, describing the sound of the Pleyel Harpsichord as “the sound of two skeletons copulating on a tin roof in a thunderstorm” (*Duchen, 2001*). The second half of the XXth century brought new standard of the factory instrument – wooden-case models with softer sound.

4. Wanda Landowska and Poulenc's "Concert champêtre"

Many composers of that time addressed their opuses to Wanda Landowska. Those compositions are mainly stylization of the XVIII century music. But the pieces, written under Landowska's guidance, are considered the first really outstanding modern pieces for harpsichord. The most bright among them belong to Manuel de Falla and Francis Poulenc. Landowska, visiting Spain for the concert tour, took part in de Falla's work on the "El Retablo" and helped him to feel the harpsichord specifics. Later Falla created for her the Concert for harpsichord, flute, oboe, clarinet, violin and violoncello. In the author's foreword, addressed to the performers, the composer emphasizes the role of the harpsichord, which should "sound as bright it is possible".

In the end of 1925 Landowska wrote: "For the first time harpsichord lives new, modern life in the Falla's piece. Why? Because Falla is the 1st, who made an attempt and was able to understand harpsichord fundamentally, ... he worked with me for long, comprehending the nature and advantages of this instrument and investigating thousands possibilities < ... >, instead of trying to reproduce ancient effects or manners. De Falla is the first, who, studying harpsichord, opened in it fresh and unused sources of the modern inspiration" (*Palmer, 1993: 3–14*). Later Falla created a Harpsichord concerto; in the Paris premiere in Pleyel's hall Falla played solo part himself, twice – on the piano and on the harpsichord. Poulenc heard it and was so much impressed that in 1927–28 in response to a personal ask of Landowska and with her advise had written his Concert champêtre FP 49. Poulenc mentions, that they were concentrated on keyboard writing and choice of instruments. He told in 1929: "keyboard writing and choice of orchestra instruments were the main purpose of our the most extensive research. ... we achieved the score, the external simplicity of which will possibly surprise you, but effect of which remains, however, rich and diverse" (*Palmer, 1979: 10–11*). Landowska used to say she "adored" playing it as it made her "insouciant and gay!" After a private performance in which Landowska played the solo part and Poulenc played the orchestral parts on the piano, the piece's public premiere was in 1929 at the Salle Pleyel in Paris.

It was the first serious orchestral work of Poulenc in the concerto form. This piece, like many others in that period, was written for the Pleyel contemporary harpsichord and also existed in a version for piano, quite similar to the original one. Modern harpsichord, much more loud and powerful, than the XVII–XVIII ones, balanced soloist and orchestra by the sound's scale. The piece gives connotation to Baroque music, with harpsichord as one of its symbols, both in terms of its melodic and harmonic language and in its structure. It has three movements: Allegro molto – Adagio – Allegro molto; Andante: Mouvement de Sicilienne; Finale: Presto très gai. Mouvement de Sicilienne in the 2nd movement and clear allusion with Gigue in the beginning of the Finale (quickly transforming into the very classical texture) are emphasizing this idea. "In fact, the orchestra is a large one with full brass and percussion sections and it is only Poulenc's skillful scoring which preserves the textural balance. The result of all this is a fiery three-movement work which sandwiches turns of Baroque-like ornamentation in between twentieth century riffs to marvelous effect. The work is in fact a delightful study in contrasts. Passages in major and minor modes alternate and the delicate texture of the harpsichord splashes across great, slashing brass chords and amid the thunder of percussion. Even the setting and inspiration for the piece are somewhat contradictory: A self proclaimed city dweller, Poulenc's idea of a rustic setting included mostly the outskirts and

near environs of Paris, situated near Landowska's forest retreat². About his concerto Poulenc said, that for citizen like he is the most attractive countryside is in the suburb of Paris, where the "XVIII-th century house dreams between the fields feeding Paris". That was said having in mind also Hermenonville, where Landowska lived in 1923, and also the meaning of the word Rustic according Rousseau and Diderot.

In the time when 30-years-old composer was creating his masterpiece, the understanding of the harpsichord was varying between stylisation and interpretation this timbre as industrially noisy, representing the big city. In the interviews of that time Poulenc explains: "I wanted to use harpsichord the way in the same time modern and French, but not being stylisation. I wanted to prove that harpsichord is not a decrepit and poor instrument, which is of mainly historical interest, but on the contrary, it was and is accomplished and rich. It has his own specific character, its own possibilities, its timbres, which an other instrument can't replace" (*Palmer, 1979: 10–11*). Articulation here is written down according to the baroque principles, which is quite specific as soon as in real baroque is supposed but not often written literally.

"Concert champêtre" was one of the Landowska's favourite compositions, and she propagated it actively, constantly played in different countries. Concert was warmly met by the contemporaries and entered to repertoire of many harpsichordists and pianists; but, according to words of Poulenc himself, "each performance of the harpsichord piece on piano is inevitable distortion because the harpsichord is as far from piano, as piano from an organ" (*Poulenc, 1954*). Poulenc writes for harpsichord also the French suite after XVI century composer C. Gervaise (1935) and uses the sound of instrument in the cartoon "Sleeping beauty" by A. Alexieeff, where it reflects mystic forces (1936).

5. Further path of harpsichord music in the XX century

The pieces of Falla and Poulenc marked the transformation of the instrument from an old to modern. Instead, numerous compositions, created in the same years, were mainly stylizations. There is an information about the intention of Igor Stravinski to write the Concert for harpsichord. In 1930s the number of harpsichord compositions grows. Pleyel's Company, harpsichords manufacturer, even ordered compositions from some composers, granting for that studio with instrument. Boguslaw Martinu in 1935 created for harpsichord Two pieces and the neobaroque Concert. An ensemble, accompanying Harpsichord in this piece, involves piano, which creates an interesting juxtaposition to harpsichord, echoing this trick from C.P.E.Bach concerts. Often composers see in harpsichord an alternative to piano – as B.Bartok, for example, mentions in the foreword to his piano series "Microcosmos" (1926–1937).

In 1940s harpsichord music was also written by Milhaud, Henri Sogé, Jacques Iber and others; some composers (Stravinsky, Hindemith, Britten) put the harpsichord to the opera scores. Starting from the 1940s, harpsichord music appears mainly taking into consideration certain harpsichord players or following their order, among them Sylvia Marlow in the USA and Antoinette Wisner, later – Elisabeth Chojnatska in Europe. The list of names itself (Berio, Cage, Kagel, Ligeti, Xenakis, Gubaidullina, Denisov, Shnittke) shows transmission of harpsichord from its "neoclassic" role into avangard instrument. There are also such a special examples as P.Breiner's Concerto grosso after Beatles' songs.

² Morrison, Michael, «Francis Poulenc Concert champêtre, for harpsichord & orchestra, FP49», accessed 17.07.2019. URL: [s://www.allmusic.com/composition/concert-champêtre-for-harpsichord-orchestra-fp-49-mc0002356889](https://www.allmusic.com/composition/concert-champêtre-for-harpsichord-orchestra-fp-49-mc0002356889)

Harpsichord attracted composers with its timbre specifications and registration possibilities, use of terrace-like dynamic, quickly changing of registers thanks to the pedal system, use of fixed timbre for the totally serial music. Sometimes, among other tuning experiments, the upper keyboard of the double-manual harpsichord, tuned with the quarter tone difference, served to creation quarter-tonal music (*Klaas de Vries, "Murder in the dark", five quartertone pieces for harpsichord, 1985*). Various tuning of two keyboards created other variants of pitch changing in the music of Pierre Bartolome, Hans Cender and others.

6. Conclusions

The general description of the harpsichord music in XX century would be very difficult task, considering its variability, but it's still possible to outline the most significant path of its evolution. The most common allusion to the harpsichord sound, its "ancientness", was widely popular, and the earliest harpsichord compositions of the XX century were connected with attempts to revive the atmosphere of the "old times", looking so poetical on the dramatic edge between centuries. Further in 1920–30 the clear, linear, graphical harpsichord sound portrayed anti romantic, neoclassical tendencies. The next expansion of stylistic domain made harpsichord sound in the music of the creators of the avangard as well as jazz, cinema-music and even folklore. For example, in 1924 Wanda Landovskaya recorded "Auvergne bourre" in her own arrangement on the harpsichord.

The Early music and early instruments revival, including harpsichord, found its place in the numerous domains of composers' creativity in XX century despite its specifics, challenging for the composer. The process of the transformation of the historical harpsichord into the modern instrument shows its the huge communicative potential. The most special thing about this concerto-its versatility of characters, the very typical for the French culture phenomenon since Montegne's Essays. That means, that all ideas or thoughts, appearing in the piece, are brought together with the clearly visible and very charming personality of the author. Poulenc said: my music is my portrait. So, with the great ease Poulenc combines Gregorian chant, hints on gigue or siciliane with polka, military signals, rustic woodwind ensembles, recitatives, Mozart-like texture, which are producing colorful, bright, full of life portrait of Francis Poulenc.

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INNOVATION, WORK, SOCIETY

MUNICIPAL GOVERNANCE IN GERMANY:
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Summary

Establishing a municipal governance system is a long process focused on selecting the best practices that have proven to be effective and efficient. One of the methods is the transit of elements of municipal systems borrowed from other countries. The experience of ensuring democratic participation of the community formed in Germany is of interest. The purpose of the article is to identify the components of the German model of municipal governance that can be used by Ukraine to improve the efficiency of the national system of local self-government and bring it closer to EU standards. The elements of the comparative analysis in the article are the analysis of the institutional model of municipal governance and its state and political basis; determination of the specifics of the distribution of powers between the state and local governments and the nature of community participation in local self-government; characterization of the system of financial guarantees and the budget system; determination of the principles of cooperation and coordination of municipalities. The article uses the methodology of comparative analysis based on the identification and analysis of the legal, structural, organizational, political and economic components of municipal governance in Ukraine and Germany.

Key words: municipal law, model of local self-government, municipality, community, intermunicipal cooperation.

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1. Introduction

Germany has vast experience in establishing an effective system of municipal governance. Currently, there are about 11,000 municipalities in the country. The effective transit of management practices in the field of community engagement is based on the identification of common elements related to the public administration system, analysis of specific characteristics that allow us to conclude that the experience can be extrapolated to the Ukrainian reality. The relevant experience of the Federal Republic of Germany is used for comparative analysis. The expediency of choosing this particular state is due to its achievements in ensuring democratic participation of the community in municipal government. In addition, the model of combining traditional practices of municipal governance with the latest trends in the growth

of multiculturalism and multiethnicity of German communities is of interest. The experience of ensuring the economic efficiency of municipal units both in the context of municipalities of urban agglomerations and small settlements also needs to be studied. Ukraine is facing similar challenges today. In addition, we note some similar elements of the history of statehood formation, such as the experience of the country's territories being part of different states, the established traditions of community participation in solving local issues, and the desire to increase welfare and living standards.

The purpose of the article is to highlight the elements of German municipal governance that can be used by Ukraine to improve the efficiency of the national local government system and bring it closer to EU standards. Although Ukraine has a stable practice of ratifying international legal acts, the recommendations that the country receives from the Committee of Ministers of the Council of Europe contain positions of transformation that would bring the country closer to European standards and comments on their limited use.

To achieve this goal, the following scientific tasks should be solved: analysis of the institutional model of municipal governance and its state and political basis; determination of the specifics of the distribution of powers between the State and local self-government bodies and institutional forms of community participation in local self-government; characterization of the system of financial guarantees and the budget system; determination of the principles of cooperation and coordination of municipalities. The article uses the methodology of comparative analysis based on the identification and analysis of legal, structural, organizational, political and economic components of municipal governance in Ukraine and Germany.

2. Main text

The peculiarity of the EU, of which Germany is a member, is the coexistence of different models of local self-government in the countries. In the scientific literature, the institutional model of Germany is defined as a mixed (combined) model based on the coexistence of several forms of local government organization determined by historical traditions and the community itself. The guaranteed right to local self-government in the country is combined with the financial responsibility of the municipal authorities of the community, which ensures its viability and development. Municipalities in Germany are supervised by the federal states and are part of their governance system. The activities of municipal authorities are regulated by the bylaws of the respective federal state, which clearly define the tasks of municipalities. The country's peculiarity is the division of municipal tasks into mandatory ones (passport services, urban planning, water management, etc.) and so-called voluntary ones, which municipalities perform at their own discretion, based on their own financial capabilities: culture, sports, local development, etc. (*Country specifics: local government structures – Germany, 2023*).

In our opinion, such a distribution of legally binding obligations has the potential to be used effectively in Ukraine: clearly defined areas of priority status reduce the number of public discussions about budget spending and allow key areas to be properly funded to a certain extent.

In the scientific literature, when considering institutional models of local self-government, Ukraine and post-Soviet countries are referred to as examples of the continental system (sometimes a modification of the French system), which is based on a combination of elements of election and state control. According to N. Kondratska, on the one hand, this model is inherent in countries that have traditions of centralization of power and are based on the election of representative and executive bodies of local self-government, and on the other hand,

it provides for the appointment of representatives of the «center» (*Kondratska, 2015: 259*). Local self-government in the continental model is to a certain extent dependent on the state authorities, although at the grassroots level, only territorial community bodies function.

The countries have different approaches to unifying their municipal governance systems. Local self-government in Germany has a long history. The system was greatly influenced by the reforms in Germany during the Napoleonic era. Since, due to the specifics of historical development, the regulation of local self-government in the country was within the competence of several countries, differences in legislation and traditions are perceived as natural and commonplace. According to D. Schefold, in 1935 the Nazi government attempted to unify the system of local government, but after 1945 each Länder restored its own codes and traditions (*Schefold, 2012: 233–234*). Changes also occurred after 1990 and were related to the reunification of the country. Differences in traditions and historical experience have led to the fact that the country has both two- and three-tiered structures of government. Local self-government includes districts as the highest level and municipalities as the basic level. Large cities also have the status of municipalities. On the one hand, municipalities, in accordance with the Basic Law, play the role of the closest level of government to the citizen, and on the other hand, they are responsible for tasks delegated to them by the federal state of which they are a part.

As for Ukraine, its withdrawal from the USSR and declaration of independence were steps towards the next stage of community involvement in municipal governance: a transition to a new system of government, local self-government, and legal support for municipal governance. O. Maidannyk notes that Ukraine is characterized by a certain dualism: in the transition from the Soviet system, it did not clearly define the theoretical foundations of the new form of organization of government and local self-government: in 1990, preference was given to the state theory of local self-government (The Law of Ukraine «On Local Councils of People's Deputies and Local Self-government»), and in 1992 – to the community theory (The Law of Ukraine «On Local Councils of People's Deputies, Local and Regional Self-government»), and in 1994 Ukraine returned to the state theory. This uncertainty led to the fact that in some respects the Ukrainian model only partially complied with the provisions of the European Charter of Local Self-government.

The systemic changes associated with decentralization, which began with the adoption of the Concept of Reforming Local Self-government and Territorial Organization of Power, approved by the Cabinet of Ministers of Ukraine on April 1, 2014, are considered a separate stage of systemic changes in the recent history of Ukraine, which meant a new form of relations between the center and the regions, the creation of favorable conditions for the development of communities and the transfer of some powers to them.

I. Korzh states that the new legislative framework has significantly strengthened the trend towards municipal consolidation, the establishment of new and changes in previous municipal relations aimed at solving urgent problems. In particular, municipal consolidation has manifested itself through the creation of new territorial and amalgamated territorial communities; expansion of intermunicipal and international cooperation; and an increase in the list of entities that fill local budgets (*Korzh, 2018: 13–14*).

In contrast to the above position, O. Batanov notes that local self-government in Ukraine combines the properties of municipal self-governing collectives, but at the same time allows for the possibility of legal and administrative interference in its activities, which contradicts the principles and international standards of local self-government (*Batanov, 2014: 69*). While agreeing that Ukrainian legislation contains certain inconsistencies and contradictions, we note that the establishment of the classically recognized institutional models of local self-government

and municipal administration in Germany is the result of a long development, sometimes reaching back centuries, while Ukraine has only begun this path since the early 1990s, so expectations of rapid institutional change are more an aspiration than a reflection of the objective course of transformation processes.

The concept of autonomy is common to both countries. M. Pitrova notes that all municipalities in Germany have the same level of autonomy, although they differ in their area, number of inhabitants, financial system capacity, etc. H. Fuhr, J. Fleischer, and S. Kuhlmann distinguish the following types of autonomy in the German municipal administration system: organizational, personnel, planning, statutory, fiscal, and territorial (*Fuhr, Fleischer, Kuhlmann, 2018*).

As for the principles underlying the municipal governance system, the leading principle of both Germany and the EU, also enshrined in the *Treaty on European Union (Treaty on European Union, 2012)*, is the principle of subsidiarity, which is based on the absence of administrative violence, decision-making at the level of government closest to the citizen, and the achievement of well-being through the involvement of the population in public affairs. The principle of subsidiarity is based on the assumption that the functions of the government are determined by its ability to effectively address certain issues and can be transferred to other governing bodies only when a particular body is unable to solve it (*Evans and Zimmermann, 2016*).

M. Zeller-Winkler identifies three key principles contained in the German law on administrative procedure: first, the principle of legality and the rule of law, which ensures its priority and does not allow interference with the rights of third parties without legal authority; second, the principle of equal treatment and non-discrimination. The third principle is the use of proper discretion in decision-making (*The importance of a Law on Administrative Procedure for citizens in general and for local self-government in particular, based on the German example, 2023*).

The Law of Ukraine «On Local Self-government in Ukraine» contains a list of principles, including the following: legality, transparency, collegiality, combination of local and state interests, independence, accountability, state support, etc. (*The Law of Ukraine «On Local Self-government in Ukraine», 1997*). The principles enshrined in the legislation of Germany and Ukraine determine different legal regimes of municipal governance. In Germany, they are about ensuring democratic access (non-discrimination) and autonomous decision-making (the principle of proper discretion) and apply to the activities of public authorities in general. In Ukraine, the rule of law principle (legality, judicial protection, legal independence) is primarily aimed at subordinating local governments to the state in accordance with the continental model of local governance.

German municipal practice implements the fundamental principles of the European Charter of Local Self-government to the fullest extent possible. As D. Schefold notes, Germany was one of the first countries to ratify the European Charter of Local Self-government by federal law of January 22, 1987. Disputes among experts are caused by the fact that the Charter concerns local authorities, so its ratification should have included prior approval by the Länder, and not immediately adopted as a federal law, which caused long-lasting disputes in the country's expert community. At the same time, the fact that it is one of the basic documents for the country is not disputed (*Schefold, 2012: 235–236*).

In Ukraine, the European Charter of Local Self-government was ratified 10 years later – on July 17, 1997 (entry into force: January 01, 1998). However, as noted by N. Chudyk and M. Mudrak, Ukraine has not developed a mechanism for implementing the requirements of international documents. While according to the principles of European law, international documents take precedence over national ones (*Chudyk, Mudrak, 2023: 149*). In Germany, this means that the state cannot adopt regulations that contradict the norms of European law.

The constitutions of both Germany and Ukraine contain guarantees of municipal governance as a democratic form of community participation in the public administration life of the country. In particular, art. 28 of Basic Law stipulates that in each state, district, municipality, community members must be represented by an appropriate body formed by general elections (*Basic Law for the Federal Republic of Germany, 2022*). A provision that differs from Ukrainian law is the right to elect and be elected to municipal governance bodies for persons who have the citizenship of any country of the European Union. EU citizens participate in municipal elections on the same basis as citizens. The procedure for participating in local elections is determined by Council Directive 94/80/EC of December 19, 1994, laying down detailed conditions for the exercise of the right to vote and to stand as candidates in municipal elections by citizens of the Union residing in a Member State of which they are not citizens, as well as by the national legislation of the country where such citizens reside (*Council Directive 94/80/EC, 1994*).

In the last two years in Ukraine, according to the Decree of the President of Ukraine «On the introduction of martial law in Ukraine», in accordance with the current legislation, certain constitutional rights and freedoms have been restricted during the period of martial law, including the right to participate in the management of state processes, referendums, elections of officials of state and local authorities, meetings and demonstrations, the holding of which was notified in advance by the authorities or local self-government (articles 38, 39 of the Constitution of Ukraine) (*Decree of the President of Ukraine «On the introduction of martial law in Ukraine», 2022*).

In terms of national legislation, Article 5 of the Constitution of Ukraine proclaims the people as «the sole bearer of sovereignty and source of power» exercised «directly and through state and local authorities», while article 7 guarantees local self-government (*Constitution of Ukraine, 1996*). Article 140 of the Constitution defines a territorial community, the realization of its right to self-government and the formation of councils by residents of settlements to independently resolve issues within the current legal framework. The right of EU citizens to participate in local self-government remains unresolved. The norms of mandatory naturalization of foreigners, including EU citizens, remain in force, which limits their opportunities and, in our opinion, impoverishes the social potential for change.

German law uses the concept of city-states, which have federal status. These include Berlin, Hamburg and Bremen. Each of these cities is both a federal state and a municipality. City-states are endowed with both state and municipal powers, combining elements of the centralized system and local self-government. The powers and responsibilities are balanced on the principles of importance and efficiency (*Structural operation of local and regional democracy. Germany, 1998*). Ukraine, like Germany, also has a similar practice of cities with special status, which include Kyiv and Sevastopol. The status of Kyiv is defined in the Law of Ukraine «On the Capital of Ukraine – the Hero City of Kyiv». The peculiarity of the city's management system is that one body (Kyiv City State Administration) is vested with the functions of state and local executive power. A separate law on the status of Sevastopol was not adopted. No mayoral elections were held in the city, and the President of Ukraine appointed the head of the Sevastopol City State Administration, who performed these functions.

Thus, the existence of cities with special status is common to both countries. In both Germany and Ukraine, the functions of state administration and local self-government in such cities are concentrated in one body. As part of this practice, there is a need to harmonize the content of legal acts in order to prevent legal conflicts. For example, A. Frantsuz emphasizes some controversial aspects of the introduction of martial law in Kyiv, since according to the current legislation, the model of local self-government for the capital provides for a special

procedure for the functioning of municipal governments: Kyiv has both a local council and a local administration, which causes certain contradictions that require additional legislative regulation (*Frantsuz, 2023: 49*).

The system of financial guarantees for local governments in Germany and Ukraine has many similarities. The Basic Law of Germany guarantees local self-government financial autonomy, which is realized through the right of municipalities to tax, but also establishes their financial responsibility for the disposal of funds (*Schefold, 2012: 235–236*). Article 142 of the Constitution of Ukraine defines property (movable and immovable), local budget revenues, and natural resources as the basis of local self-government, and states that the state also participates in the formation of local budget revenues and financially supports local self-government (*Constitution of Ukraine, 1996*).

At the same time, the principles of local budgeting and budget systems differ. Ukraine has a 2-level system. Germany has a 3-level system, consisting of the federal budget, the land and community budgets. T. Zhuravleva and D. Zhybulyakova emphasize that Germany equalizes the budgets of the federal subjects by distributing 25% of VAT and federal grants to the territories. Each federal entity has its own methodology for redistributing funding, which is based on the needs of individual municipalities and taking into account the specifics of the regional economic system (*Zhuravleva, Zhybuliaka, 2017: 12*).

The two-tiered Ukrainian system consists of the state budget and local budgets, which together form the budget of Ukraine. Common to both countries is the use of methods to avoid double counting of funds. The model of financial equalization of community budgets can also be used in Ukraine to reduce economic differentiation between regions and narrow the economic gap in living standards. An additional difference between the budget systems is caused by the fact that Germany is a member of the EU and has additional obligations to finance the EU's anti-crisis funds.

According to V. Dudchenko, the progressive taxation scale adopted in the country keeps the financial system from increasing tax burden even in times of crises and high inflation. At the same time, Ukraine abandoned the progressive system in 2004 and introduced a unified taxation scale that is not tied to the level of income (*Dudchenko, 2013*).

Cooperation and coordination of municipalities in Germany is facilitated by the Association of German Cities, the German County Association, and the Association of Towns and Municipalities. These associations represent the interests of municipalities in their relations with the federal government and the European Union. In Ukraine, as of 2024, there are the All-Ukrainian Association of Communities and the All-Ukrainian Association of Amalgamated Territorial Communities, which address issues of experience exchange, dissemination of effective practices, interaction with the authorities, etc. Another mandatory component of inter-municipal cooperation in Germany is the participation of small businesses through involvement in local development projects, targeted cooperatives and associations (in the field of waste recycling, organization of recreational areas, preservation of cultural heritage, etc.) The practice of organizing cooperation between community associations and Ukrainian entrepreneurs to implement transformational projects may be useful for Ukraine. In particular, in November 2023, Leipzig hosted the VI Conference of the Ukrainian-German Municipal Partnership in the field of modernization of the country's infrastructure and post-war reconstruction of destroyed areas.

3. Conclusions

The comparative analysis of municipal governance systems in Germany and Ukraine has revealed effective practices that can be used to improve the national system: 1) the issue of using the provisions of international documents ratified by Ukraine in national practice. This issue can be resolved by introducing a provision on the non-contradiction of new legislative acts with the provisions of international acts. Despite the fact that international law takes precedence over national legislation, in Ukraine, when resolving disputes, the provisions of national legal acts are the basis for resolving them; 2) resolving the issue of participation of EU citizens in local self-government at the basic level (in accordance with EU Council Directive 94/80/EC and local legislation). Currently, only Ukrainian citizens have full political rights, but it is possible to use a provision that allows foreigners to participate if they meet the criteria established by the state or community (residence in the community for a certain period of time, ownership of property, payment of taxes, etc.); 3) transformation of the tax system: returning to national practice a progressive taxation system and using mechanisms of state redistribution of tax revenues, which will equalize the level of economic well-being of the population.

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REVIVAL OF THE EVIL EMPIRE AS A THREAT TO HUMANITY

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Summary

Empires are an extraordinary phenomenon in the history of mankind. The study of empires requires scientific understanding, thoughtful comparison and deep analysis. Such way of studding the comparative approach of the problem has arisen that will help us understand the nature of the emergence and disappearance of imperial formations, find answers to difficult questions: how empires grew, for what reasons some of them were powerful and others weak, why some empires disappeared and others flourished (*John Hutchinson, 2017*). Is there a connection between the instability of power, coups and the death of empires? And finally, what are the consequences for world development of the disappearance of imperial formations.

Among the reasons for the demise of empires, researchers single out political and economic problems, social and cultural issues, and environmental challenges.

The author of the article tries to explain how the Moscow Empire was formed and how the Russian Empire manages to survive despite a number of dangerous challenges. In the submitted article prof. L.Chekalenko for the first time revealed the phenomenon of "saving" the empire in historical and political dimensions. The author discovered that Russia was saved by its vassals – conquered peoples.

So, the article examines the factors that support and revive imperial formations, and also makes cautious assumptions about the future scenarios of the development of events surrounding the current situation.

Key words: empire, decline, moscovyja, nationalism, phenomenon.

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1. Introduction

The concept of empire comes from *Latin*. Imperium means command, supreme power, management of a certain territory by one person – the monarch. The empire is one of the historical forms of state-political formation. In nowadays this term was defined as individual sovereignty over numerous and dispersed political societies. The British historian, specialist in the history of Russia *Dominik Lieven* (2000) proposed to define the empire as a state with a clearly demarcated territory exercising sovereignty over its subjects, who are under its direct administrative supervision at various (*Mark R. Beissinger, 2015*).

The term "empire" has caused much controversy and has been applied to many different political entities. Oxford University professor *John Darwin* (2008) spoak of the existence of an unofficial empire as the highest form of imperialism. According to his definition, empires are

systems of influence or rule in which ethnic, cultural, or ecological boundaries overlapped or were ignored. It should be noted that the term "empire" refers primarily to the central state of such entities, which unites others and exercises political control over a large territory containing many diverse population groups.

Let's consider the version of the Russian empire, where Moscow was the central state. We usually talk about the empire as a whole. But since the empires are quite large, they are often divided into smaller, more manageable political units, which are called provinces, and in Soviet Russia – the union of republics.

Comparing different empires, it is possible to find commonalities and differences in their development. Analysts offer for consideration several vivid examples of former and existing empires, tracing their path from birth to collapse. Thus, the famous British academic *John Hutchinson* in his study "Warfare, Imperial Collapse, and the Mass Creation of Nation States Get access Arrow" (*Sarkees, M. R., Wayman, F. W., and Singer, J. D., 1998*) mentions the Persian Achaemenid Empire under the leadership of Cyrus the Great, the Maurya Empire in India, the Roman Republic, which was founded in the sixth century BC, and others. According to the scientist, empires appear for various reasons. Thus, the Persian Achaemenid Empire was built mainly through military conquests. The Mauryan Empire in India used a combination of political sabotage and religious conversion to expand its rule. The Roman invaders, creating an empire, differed in that they did not aim for the final conquest of the territory. And after victory, Rome usually offered some level of citizenship to foreigners in exchange for loyalty.

2. Analysis of previous research and publications

Nationalism is considered traditionally a source of the emergence of new states after the fall of empires. *M. Sarkees, F. Wayman, D. Singer* wrote about this (*Sarkees, M. R., Wayman, F. W., Singer, J. D., 1998*). In our opinion, this question can be controversial, since states appear not only as a result of the strengthening of national self-awareness of society. And the results of two World Wars prove it. So, secondly, the factor of nationalism is far from decisive in the process of nation-building and state-building.

In the 20th–21st centuries a number of new national formations appear relatively quickly as a result of clashes of interests of the world's leading powers. Thus, as a result of the Second World War, three dozen new states appeared on the world map, which, seeking international protection, quickly joined the ranks of the United Nations. The air of freedom in the post-war times covered almost all the peoples subject to the metropolises in Europe, Asia, the Middle East, and the African continent.

The appearance of a number of new/old state entities characterizes a new era of the end of the confrontation in the Cold War, when with the collapse of the USSR, 15 countries appeared on its territory – the former Soviet republics of Central and Eastern Europe, as well as Central Asia. Researcher *M. Sarkis* calculated that the number of participants in the interstate order increased from 23 to 181 countries in 1816–1995 (*Sarkis, M.*). So, the author examines the factors that support and revive imperial formations.

3. Presenting main material

The moscow empire continued to expand during the past centuries, as the overseas empires of national states – Great Britain, France, Spain, Portugal, the Netherlands, Belgium, as well as Japan against the background of a number of world cataclysms. Some empires collapsed in the 20th century, but others arose or were restored on new foundations. The moscow empire after 1917 was saved by the creation of the Soviet Union. So USSR was strengthened by the victory over Germany in 1945 and received a ring of puppet states in Eastern and Central Europe. The creation of Russia of post-war times can also be attributed to informal empires, which left signs of imperial rule in the territories included in its structure, hiding behind the artificially imposed ideology of building socialism/communism (Rieber, Alfred J., 2015).

Methodology of writing an article. The scientific method used to study the issue of empires is a *systematic approach*, namely the identification among them of the most characteristic groups that are similar in their characteristics. (Rieber, Alfred J., 2015). The Soviet empire strengthened in the years of cold war. This empire was named by US President Ronald Reagan “evil empire” (Martin, T., 2000).

The Soviet empire, which survived the revolution and civil war, was preserved by Bolshevik Russia on the former territory of the Romanov empire, although it lost Finland, the Baltic and Polish territories. Officially, it was a federation of equal national republics of the Russian, Belarusian, Ukrainian, and Transcaucasian peoples, but in fact it was a Russian fiefdom that openly and impunitously exploited the population of the renewed empire. All power structures and state institutions were dominated by Russians, and in the cultural and educational space – history, culture and language of Russians. After the Second World War, the power of this empire spread to Eastern and Central Europe, and the "socialist" camp was formed from the satellite states where the Soviet troops were stationed (Gallagher, John and Robinson, Ronald, 1953).

The main explanations for imperialism can be grouped into three general categories. *Metrocentric theories* focus on the dispositions or internal characteristics of imperial states. For example, John Hobson (Hobson, John A., 1902) justified the motivation of foreign expansion by the need for advanced capitalist countries to export their surplus capital. This topic was also the basis of the work of the Soviet leader "Imperialism: the highest stage of capitalism", published in 1917. Later, neo-Marxists argued that the military-industrial complex and other features of capitalist states actually create the need for capital. In order to build up capital, they introduce colonial and neo-colonial relations with developing regions (Harry Magdoff, 1998).

The development of home policy of colonial states is confirmed by *pericentric theories*. At the same time, metrocentric theories focused on explaining the reasons for imperialist countries' desire for expansion. John Gallagher and Ronald Robinson talk about this problem in his book "Imperialism of Free Trade" (Gallagher, John and Robinson, Ronald, 1953).

The state of relations within the colonial states is confirmed by *pericentric theories* and draw attention to the forces that involve the imperialists in a hierarchical relationship with the world. At the same time, *metrocentric theories* focus on explaining the reasons for imperialist countries' desire for expansion.

According to the theories the policy of the imperialist countries towards the colonies changed depending on the expected results and conditions on the periphery. Where peripheral states had stable regimes and effective collaborators, imperialists could rule indirectly through informal empires. Metropolises forced to create formal empires only when peripheral societies were politically unstable or lacked elites ready to protect their interests.

In the Russian Empire, which later became the Soviet Union, such republics as Tatarstan, Ingushetia, Bashkortostan, etc. had a stable regimes and effectively worked for the center – Muscovy. In contrast to backward Russian regions, the so-called gray zone, such as the Yamalo-Nenets district, Komi, Kalmykia, Yakutia, etc., the central government of Moscow created a special system of institutions, appointing its people from the central apparatus to managerial positions, and later through an officially appointed representative of the president.

Another group of theories, called *systemic theories* of imperialism, are mainly descendants and followers of realist theories of international relations, and they were focused on the study of the survival process of large competing states. The struggle for survival and influence created an ever-widening space of competition between great powers, prompting metropolises to seize territories to increase their resources (*Hobson, Gallagher and Robinson*).

The following studies of the development of empires are distinguished by a *synergistic approach*, which combined all the theoretical concepts listed above to explain the essence of imperialism. There is also a *neo-institutionalist theory* that explains imperialism as a manifestation of another form of organizational hierarchy. However, the first three considerations given above regarding the theoretical foundations of the study of empires are fundamental. These are *metrocentric theories* that pay the greatest attention to the influence of the internal interests of the metropolis on imperialist politics; *perocentric ones* explain the specific features of peripheral territories, which can increasingly dictate their conditions to the center, and *systemic ones* – reveal the division of power within the international system and competition.

The combination of military and nationalist aspirations of each of the empire was different, depending on the capabilities, personal characteristics, as well as on the time and place of their existence. However, all empires have the following in common. Imperial stability was based, and what we see today, based on a combination of conquest, ideological legitimation, coercion and co-optation of minority elites. The control schemes used were indirect rule through collaborationists based on a divide-and-conquer strategy. This policy is meanted differentiation in the army, in which certain ethnic groups of the central state were selected as military races, as well as a specific demographic policy.

So, today we are observing the differentiation in the russian army, the confrontation between ordinary soldiers of peripheral and non-ethnic origins and officers of the central headquarters. We are observing the colonization, assimilation and russification of the Ukrainian local population. It is possible to draw a number of coincidental parallels, comparing the events in Ukraine, which is fighting against the invader, and the theoretical positions and opinions of well-known analysts and scientists.

According to Randall Collins (*Collins. R., 2012*), war is a central event for the legitimacy of states, and geopolitical principles govern the ethnic absorption or fragmentation of a country. States, the analyst wrote, are mobile geographical entities that are in military competition with each other. The analitic R. Collins, having studied the Balkan crisis, identified three stages in its development and proposed a three-stage model of activation of national groups seeking-freedom. In this model, we may be interested in the third stage, which consists in the phase of mobilization of people, in which the sense of opportunities created as a result of the crisis gives rise to a surge of intense emotions, new symbols and concepts of identity.

Complementing Collins, *Andreas Wimmer (Wimmer, A., 2013)* argues that nationalist mobilization is the driving force in all cases of imperial collapse, and that nationalist movements have been central to the transformation of the international system over the past two hundred years. The researcher's argument rests in part on statistical data, which he combines with detailed historical analysis.

The strength of nationalist movements is directly related to the transition from empire to nation-state. Nationalist wars of liberation fought in other parts of the empire (the "diffusion of nationalism effect") increased the likelihood of nation-states, and the more territories that could be separated to form nation-states, the more likely that the remaining territories would follow suit.

The weak international position of the imperial center may be an other important factor. We can recall the two Chechen wars of Russia, or the war of Russia against Georgia, as well as the war of Russia against Ukraine. Internal wars, as *Giers and Wimmer* recognize, are a particularly influential factor in shaking empires (*Hiers and Wimmer, 2013*).

Western researchers in the history of mankind of the 20th century distinguish three phases of the fall of empires, although the first wave was caused primarily by military or civil coups, which led to the emergence of nation states. Among the new free states that emerged at the beginning of the last century, the Ukrainian People's Republic, Georgia, Azerbaijan, and the Central Asian republics were unable to defend their independence. At the same time, Poland, Finland, Lithuania, Latvia, Estonia, Czechoslovakia, Hungary, Austria, and the Serbo-Croatian-Slovenian state appeared in Europe. The collapse of the empires of the 20th century led to the collapse of the colonial possessions of the leading wealthy countries of the world: the German Empire, as well as Japan, Italy, France and Great Britain.

The countries suffered great material losses in the war, and also lost their status as world powers. At the same time, the dominant places on the world stage were occupied by those of them who came out of the war militarily and politically strengthened. There are the USA, Great Britain, the USSR.

Although in the Second World War, the USSR and the USA acted as allies and jointly ensured the victory of the states of the anti-Hitler coalition. However, before the end of the war, misunderstandings and contradictions began to arise between them, which was caused by the desire to take over most of the world.

The Soviet leadership, inspired by the victory over fascism, under the guise of renewed theories about socialist construction led by totalitarian communist regimes, began actively promoting the unifying idea of creating a single integration space under Moscow leadership. Thus, Russia tried to implement the plan to return the imperialist foundations of the former Russian Empire to the Soviet Union.

Finally, the Cold War ended with the collapse of the USSR in 1991, and its consequences beyond the collapse of the USSR were the redistribution of spheres of influence in favor of NATO.

The consequences of the emergence of new states, often artificially separated from integral territories with an ethnically mixed population, are not a positive phenomenon both for individual stable communities and for the world as a whole. Often, the appearance of new objects / subjects of international relations causes devastating consequences of the large-scale entry of such states into the interstate system of a stable space. Thus, the third wave of the collapse of empires was connected with the liquidation of the Soviet Union and the system of "socialism".

Taking into account the above, as well as observing signs of the formation of new, in particular, totalitarian unions in the era of global interdependence, we don't exclude the possibility of the appearance of new/old empires in a new capacity.

In connection with this, the question arises: what was the role of the "outlying lands" of the imperial Russian space, in particular Ukraine?

4. Conclusions

Turning to recent historical events, let us recall that the now independent nations, then new states – the former Soviet republics – played an almost decisive role in the former of the Russian Empire.

It was they who helped to preserve the Russian Empire from 1917, adopting the rules of the imperial game of "subjugate and rule", without causing the corresponding resistance of the invader. This was a time, when the Russian bandit troops of general Muravyov looted Kyiv and drowned other territories of Ukraine in blood.

The similar task to save Russia was implemented by the leadership of the Ukrainian republic in 1917 and after the Second World War in 1945. Happy with the gift that the blood-thirsty leader gave the Ukrainian SSR a seat in the United Nations (1945), Ukraine actively voted for all Moscow's decisions already from the "high" podium of the world international "peacekeeping" organization of the UN. At that time, until the end of the 1950s, "ideologically" nationalist Ukrainian soldiers in forest shelters gave their unique lives for the freedom and future of the independent Ukraine with the last words on their lips: Glory to Ukraine!

Wasn't a similar scenario played out already in our time – the time of existence of Ukraine, which is officially recognized by the world as a legal entity? Let's recall the years 1990–1991, during the collapse of the Soviet Union. All friends of Russia – "fraternal republics" scattered, frightened by the events of the Moscow coup of the GKChP.

Who saved Muscovy-Russia, trembling in agony, from final disintegration?

So, Ukrainian brother was a saviors. It was ukrainian government, ukrainian president elected by the Ukrainian people, who created a new union with Moscow – the Commonwealth of Independent States. Again, they realized the idears of the "elder brother". But the "elder brother" began the a war against Ukraine.

Ukraineans saved a new satrapy, a new empire from destruction. An empire that was well prepared for a war against us, against of Ukraine with main idea – our destruction.

*How Russia thanked its savior Ukraine – we see today...*Russia thanked hundreds of human victims, the destruction of cities and villages, the destruction of everything Ukrainian. RUSSIA'S GOAL IS TO LIQUID UKRAINE!

Russia – a russian and soviet empire – never abandoned the idea of seizing Ukrainian lands. When it was weak, it did not dare to take such a step, because Ukraine was strong. Russia tried to implement territorial encroachments in Crimea, Sevastopol, the island of Kosa Tuzla from 1991. The reasons for Russian interest in the absorption of Ukraine have already been described and researched in the many publications (*Chekalenko, L., 2016*).

Thus, the phenomenon of the "rescue" of the Russian Empire consists in the fact that the restoration and rescue of the metropolis – the central state – the conqueror and the destroyer, the exploiter and the assimilator etc., was carried out by its vassals – the conquered peoples. This phenomenon is reminiscent about the *Scandinavian syndrome*, when victims begin to protect and save their tormentor, who has committed irreparable evil against them.

The study of the system of construction and organization of the modern russian empire is designed to form an adequate policy of Ukraine in relation to the russian aggressor and identify the weaknesses of the aggressor, which will contribute to the creation of future scenarios of events and the implementation of appropriate steps around the current situation.

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CAUSING HARM TO PHARMACEUTICAL ACTIVITY AS AN OBJECT OF CRIMINAL LAW PROTECTION

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Summary

The article is devoted to the issue of causing harm to pharmaceutical activity as an object of criminal law protection.

As the author notes, the current legislation regulating the procedure for pharmaceutical activity contains certain guidelines for determining harm to the specified social values or its individual fragments. In the opinion of the author, characterizing the formation of harm "within" pharmaceutical activity as an object of criminal law protection and its consideration in the composition of criminal offenses, it is necessary to determine the types of actions that affect pharmaceutical activity and lead to its violation – formation in it or in certain types of damage to its individual "components".

The author consistently proves that the aspects of influence on pharmaceutical activity, which give the committed act the properties of public danger, should be associated with various indicators of damage caused to pharmaceutical activity as an independent object of criminal law protection.

Key words: harm, criminal law protection, pharmaceutical activity, medicinal products, economic activity, criminal offence.

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1. Introduction

The current legislation, which regulates the process of pharmaceutical activity, contains certain guidelines for determining damage to the specified social values or their individual fragments. Characterizing the formation of harm "inside" pharmaceutical activity as an object of criminal law protection and its consideration in the elements of criminal offences, it is necessary to deal with the next situation. First of all, it is necessary to determine the types of actions that affect the pharmaceutical activity and lead to its violation – the formation of certain types of damage in it or in its individual "components".

The purpose of the article is to determine the specifics of causing harm to pharmaceutical activity as an object of criminal law protection.

2. The impact on the "components" of pharmaceutical activity, capable of causing harm

The impact on the "components" of pharmaceutical activity, capable of causing harm, depends on:

a) the rights, freedoms and interests of subjects of legal relations that form the circulation of medicinal products and the circulation of products (goods) that are not medicinal products, as well as state regulation of pharmaceutical activity;

b) the rights, freedoms and interests of other persons who are not the specified subjects, but are important for ensuring the protection of individual and/or public health within the scope of pharmaceutical activity;

c) features of medicinal products, products (goods) that are not medicinal products, which are "dealt with" by persons who are or are not subjects of legal relations forming the circulation of medicinal products and the circulation of products (goods) that are not medicinal products means, as well as with which the "subjects" of influence in state regulation of pharmaceutical activity are connected;

d) connections between the specified persons, which acquire the meaning of legal relations in the field of circulation of medicinal products and circulation of products (goods) that are not medicinal products, as well as state regulation of pharmaceutical activity, and are implemented regarding their rights, freedoms and interests.

The reference point for damage to selected "components" of pharmaceutical activity as an object of criminal law protection should be considered to be their "damage", which entails their negative changes (*Berzin, 2009:122–154; Berzin, 2010:4–12*) or, in other words, the formation of negative changes in mandatory elements of pharmaceutical activity.

3. Aspects of the impact on pharmaceutical activity

Thus, the aspects of the impact on pharmaceutical activity, which give the committed act the properties of public danger, should be associated with various indicators of damage caused to pharmaceutical activity as an independent object of criminal law protection and have the meaning of two relatively independent manifestations of it:

a) in the form of direct damage resulting from a negative change in the mandatory elements of pharmaceutical activity and associated with the impossibility or complication of the performance of their functions (powers) by subjects of pharmaceutical activity – these functions directly relate to the realization of rights belonging to subjects, freedoms and interests;

b) in the form of indirect damage, which is a violation of the procedure for ensuring health care (individual and/or public).

"Disruption" of these legal relationships and changes in the rights, freedoms, or interests of business entities constitutes damage of a certain type, which is provided for in the Special Part of the Criminal Code (*Criminal Code of Ukraine*) as follows:

1) violation of the procedure for conducting clinical trials of medicinal products (Article 141 of the Criminal Code) is a fragment of damage to the legal relations of pharmaceutical activity in the form of a change in the creation, production and manufacture of medicinal products, their pharmaceutical development and research (testing). In the disposition of Article 141 of the Criminal Code, one of the subjects of this legal relationship is the "patient", in relation to whom clinical trials of medicinal products are conducted, and "his legal representative",

and their "written consent", providing by them, characterizes the relationship between these subjects. In addition, "death of the patient", which is determined in the disposition of Article 141 of the Criminal Code, acts as an additional alternative consequence that goes beyond the legal relationship of pharmaceutical activity, but is in connection with the specified fragment of damage to the legal relationship of pharmaceutical activity. At the same time, the violation of the procedure for conducting clinical trials of medicinal products also represents a fragment of damage to the state regulation of pharmaceutical activity, since they are related to the procedure for state registration of medicinal products, their quality control and supervision of their creation, production and manufacture, pharmaceutical development, research (testing) as parts of the circulation of medicinal products;

2) with fragments of damage caused to the legal relations of pharmaceutical activity and the rights, freedoms or interests of subjects of pharmaceutical activity, violations of the procedure for carrying out special medical and pharmaceutical "procedures" should be associated: experiments on humans (Article 142 of the Criminal Code), transplantation of anatomical materials (Article 143 of the Criminal Code) and forcibly or fraudulently extracting blood from a person for the purpose of using it as a donor (Article 144 of the Criminal Code). Violation of the legal relations of pharmaceutical activity, as well as the corresponding rights, freedoms or interests of its subjects, may be associated with the activities of persons who are not subjects of pharmaceutical activity, but carry out pharmaceutical "procedures", performing "an abortion by a person who does not have special medical education" (Part 1 of Article 134 of the Criminal Code), "illegal abortion" (Part 3 of Article 134 of the Criminal Code) and "illegal medical activity" (Article 138 of the Criminal Code);

3) disclosure of information on the conduct of a medical examination to detect infection with the human immunodeficiency virus or other incurable infectious disease (Article 132 of the Criminal Code) and disclosure of medical secrets (Article 145 of the Criminal Code) as a loss of the nature of secrecy that certain information in the field of pharmaceutical activity has, – characteristic of a change in the legal relationship of pharmaceutical activity, as well as the corresponding rights, freedoms or interests of its subjects;

4) since narcotic and psychotropic medicinal products are independent types of medicinal products, the Special Part of the Criminal Code stipulates manifestations of changes in the order of their circulation, which can be attributed to the legal relations of pharmaceutical activity, as well as the rights, freedoms or interests of its subjects. Part 1 of Article 305 of the Criminal Code provides for "smuggling of narcotic drugs, psychotropic substances ... that is their movement across the customs border of Ukraine ...", in Part 1 of Article 306 of the Criminal Code – "the use of funds obtained from the illegal circulation of ... poisonous or potent medicinal products for the purpose of continuing the illegal circulation of ... poisonous or potent medicinal products", in Part 1 of Art. 307 of the Criminal Code – "illegal production, manufacture, acquisition, storage, transportation or forwarding for the purpose of sale, as well as illegal sale of narcotic drugs, psychotropic substances", in Part 1 of Article 317 of the Criminal Code – "organization or maintenance of places for illegal ... production or manufacture of narcotic drugs, psychotropic substances." Since part of the concept of pharmaceutical activity is associated with economic activity, the mandatory component of which is the sale of medicinal products, the violation of the order of circulation of narcotic and psychotropic medicinal products must include such changes that are formed as a result of the sale of narcotic or psychotropic medicinal products or are related for the purpose of such implementation. The most typical legal construction that denotes such implementation is "for the purpose of sale" and "sale".

Therefore, the absence of the purpose of sale and direct sale in the mechanism of handling narcotic drugs and psychotropic substances in the disposition of a certain article or part of an article of the Criminal Code makes it impossible to recognize them as harm that occurs within the circulation of narcotic or psychotropic medicinal products (for example, Part 1 of Article 309 of the Criminal Code). In addition, precursors can be used in the pharmaceutical industry for the manufacture and production of narcotic drugs. In this case, the use of precursors is a component of the circulation of narcotic drugs (in particular, in terms of the creation, production and manufacture of narcotic drugs). However, other types of treatment of precursors, which are not related to their use, form a mechanism of their independent circulation, which is separated at the legislative level and is not included in the concept of pharmaceutical activity in the field of medicinal products and outside the field of medicinal products. After all, the intended purpose of precursors is their use in the process of manufacturing or production of medicinal products, but the order of their circulation is beyond the limits of their intended use;

5) the presence of a narcotic or psychotropic medicinal product in the human body when it is used as prescribed in the event that it is part of the circulation of narcotic medicinal products (Articles 314, 315, 316 of the Criminal Code), indicates damage to pharmaceutical activity when it is subjected to objects of circulation of narcotic or psychotropic medicinal products, as well as when state regulation of such circulation is violated;

6) the creation of forged documents that are used in the process of circulation of medicinal products, or in a broader sense – the change, distortion of the content of such documents, which affects this circulation (Article 318 of the Criminal Code), means damage to the order of circulation of medicinal products and state regulation of such circulation;

7) changes in the order of circulation of narcotic or psychotropic medicinal products (Articles 319, 320, 321 of the Criminal Code) indicate damage to such circulation, which is taken into account in the implementation of legal relations of pharmaceutical activity and its state regulation. It should be noted that in Part 1 of Art. 319 of the Criminal Code provides for liability for "illegal issuance of a prescription for the right to purchase narcotic drugs or psychotropic substances for selfish motives or in other personal interests". If we consider a prescription as a "written request from a doctor to a pharmacist", then a prescription illegally issued by a doctor "interferes" with the established order of circulation of narcotic and/or psychotropic drugs, changes this circulation. Therefore, at this stage of the research, it is important to note that there is no "opposite" type of criminal offense in the Special Part of the Criminal Code, which would involve responsibility for the pharmacist's use of a prescription that is known to be illegally issued by a doctor;

8) the production of falsified medicinal products and the circulation of falsified medicinal products (Article 321-1 of the Criminal Code) means damage to the legal relations of pharmaceutical activity in the form of a change in the order of circulation of medicinal products, as well as damage to the state regulation of pharmaceutical activity, which is related to the order of state registration medicinal products, their quality control and supervision of their circulation;

9) in Article 321-2 of the Criminal Code provides for "violation of the established order of preclinical study, clinical trials of medicinal products", "falsification of their results" and "violation of the established order of state registration of medicinal products". The first two violations indicate damage to the legal relations of pharmaceutical activity in the form of the creation, production and manufacture of medicinal products, pharmaceutical development, research (testing) of medicinal products, as well as damage to the state regulation of pharmaceutical activity related to the state registration of medicinal products, their quality control and supervision by their creation, production and manufacture. As for "violation of the established

order of state registration of medicinal products", it means damage caused to the order of state registration of medicinal products;

10) violation of the procedure for the performance of their professional duties by medical and pharmaceutical employees and other persons as subjects of legal relations of pharmaceutical activity (Articles 131, 137, 139, 140 of the Criminal Code) is associated with damage to legal relations of pharmaceutical activity, as well as appropriate rights, freedoms or interests of its subjects. Beyond this damage are additional consequences in the form of "infection of a person with the human immunodeficiency virus or other incurable infectious disease that is dangerous to human life" (Part 1 of Article 131 of the Criminal Code), as well as "infection of two or more persons" (Part 2, Article 131 of the Criminal Code), "significant harm to the victim's health" (Part 1, Article 137 of the Criminal Code), "death of a minor or other serious consequences" (Part 2, Article 137 of the Criminal Code), "serious consequences for the patient" (Part 1 of Article 139, Part 1 of Article 140 of the Criminal Code), "death of the patient or other serious consequences" (Part 2 of Article 139 of the Criminal Code) and "serious consequences for a minor" (Part 2 of Article 140 of the Criminal Code).

4. Damage to legal relations of pharmaceutical activity

The given legislative guidelines for determining damage to social values or its individual fragments are taken into account when determining the "impact" of legal relations of pharmaceutical activity, as well as the rights, freedoms and interests of its subjects. On the basis of the mentioned guidelines, the following typical types of such "impairment" can be identified, which are reflected in the Special Part of the Criminal Code:

1) violation of the rights, freedoms and interests of subjects of pharmaceutical activity, as well as violation of relations between subjects of pharmaceutical activity that ensure the circulation of medicinal products in its separate parts, in particular: creation, production or manufacture of medicinal products, their research (testing) (Articles 141, 321-2 of the Criminal Code), creation, production and manufacture of medicinal products, their sale (Articles 305, 306, 307, 309, 310, 313, 317, 320, 321 of the Criminal Code), acquisition of medicinal products and precursors used for the production of medicinal products (Articles 308, 312 of the Criminal Code), production, manufacture, acquisition, storage, transportation or forwarding of precursors used for the production of medicinal products (Article 311 of the Criminal Code), application medicinal product (Articles 314, 315, 316, 317, 323 of the Criminal Code), use of documents ensuring the circulation of medicinal products and other falsification of medicinal products (Articles 318, 319, 321-2 of the Criminal Code), production of falsified medicinal products and their circulation (art. 321-1 of the Criminal Code);

2) violation of the rights, freedoms and interests of subjects of pharmaceutical activity, as well as violation of relations between subjects of pharmaceutical activity, regardless of whether or not they ensure the circulation of medicinal products: violation of the procedure for conducting special medical and pharmaceutical "procedures" (Articles 134, 138, 142, 143, 144 of the Criminal Code); "handling" information related to pharmaceutical activity (Articles 132, 145 of the Criminal Code);

3) violation of such relations between subjects of pharmaceutical activity, that have the character of realization of professional duties by these subjects (Articles 131, 139, 140 of the Criminal Code);

4) rights, freedoms and interests of subjects of state regulation of pharmaceutical activity, relations between these subjects and other subjects of pharmaceutical activity, which extends to individual components of the circulation of medicinal products, as well as the order of state regulation of pharmaceutical activity as a whole, namely: within the limits of the state registration of medicinal products (Articles 142, 321-2 of the Criminal Code).

The specified most typical types of "injury" of the legal relations of pharmaceutical activity, as well as the rights, freedoms and interests of its subjects, form changes in pharmaceutical activity as an independent object of criminal law protection and are recognized as losses suffered by the relevant subjects of pharmaceutical activity (Frolova, O., Demchenko, I., Khmil, I., Oleksandr, M., Stratonov, V., & Vasylenko, V., 2024). According to its legal nature and taking into account the requirements of part 2 of Art. 22 of the Civil Code (*Civil Code of Ukraine*) these losses are **real losses**. In addition, if according to Part 2 of Art. 22 of the Civil Code to take into account the recognition as real losses of the costs that a person has made or must make to restore his/her violated right, then in pharmaceutical activity they should be considered: violation of the interests of the subjects of pharmaceutical activity, which are related to receiving income from the type performed by them pharmaceutical activity (since this activity has an economic nature); the result of failure or improper realize of professional duties by pharmaceutical employees, which is reflected in the pharmaceutical activity of its specific subjects and which they "experience" in the process of pharmaceutical activity (Berzin P., Demchenko I., Berzina A., 2023). Since part 2 of Art. 22 of the Civil Code, a type of loss is recognized as a lost profit, then its formation is also characteristic of the violated interests of subjects of pharmaceutical activity related to the receipt of income from a specific type of this activity carried out by them. Therefore, the mandatory guideline for the inclusion of income in expenses and its consideration in the content of the lost benefit is the provision of the regulatory legislation, which regulates the implementation of specific types of pharmaceutical activities by these subjects, related to: a) circulation of medicinal products, which by its nature is an economic activity that requires licensing and does not include state regulation of pharmaceutical activity; b) circulation of products (goods) that are not medicinal products – this circulation is an economic activity that requires state registration and licensing or only state registration.

It is also important to note that the above-mentioned fragments of harm in pharmaceutical activity can be considered a normatively defined "indicator" of social danger of the corresponding types of violations of pharmaceutical activity only in the presence of a violation of individual and/or public health protection (such a violation of health protection can be expressed both in causing real harm to the health care system and in creating the danger of causing such harm). In this case, "violation of the protection of individual and/or public health" is the indicator of the public danger of violations of pharmaceutical activity, which corresponds to the concept of "substantial damage" provided for in Part 2 of Article 11 of the Criminal Code to characterize the public danger of the act.

5. Conclusions

The criteria for identifying the types of pharmaceutical activity in the field of medicinal products that are capable of being harmed are the sale of medicinal products by a person, which is: a) an economic activity that requires licensing and b) related to state regulation of pharmaceutical activity in the field of medicinal products, but by its nature is not an economic activity and does not require licensing.

The most typical types of "injury" of pharmaceutical activity, which are reflected in the current regulations of the Special Part of the Criminal Code, should be associated with: 1) violation of the rights, freedoms and interests of subjects of pharmaceutical activity, as well as violation of relations between subjects of pharmaceutical activity, which ensure the circulation of medicinal products in its individual parts; 2) violation of the rights, freedoms and interests of subjects of pharmaceutical activity, as well as violation of relations between subjects of pharmaceutical activity, regardless of whether or not they ensure the circulation of medicinal products; 3) violation of such relations between subjects of pharmaceutical activity, that have the character of realization of professional duties by these subjects; 4) violation of the rights, freedoms and interests of the subjects of state regulation of pharmaceutical activity, the relations between these subjects and other subjects of pharmaceutical activity, which extends to individual components of the circulation of medicinal products, as well as the order of state regulation of pharmaceutical activity as a whole.

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ACTIVATION OF DIGITAL DEVELOPMENT OF THE ENTERPRISE IN THE CONDITIONS OF CRISIS DEFORMATIONS

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Summary

The article clarifies the essential aspects of digital development, analyses the state of digital development of Ukrainian enterprises over the past six years and establishes that the digital development of Ukrainian enterprises has not reached the level of developed countries yet. Many enterprises do not carry out digital transformation to the required extent due to limited budgets, lack of qualified personnel and the absence of a clear strategic plan. This gave the opportunity to identify the factors that influence the need to intensify the digital development of an enterprise and which should be taken into account in the process of developing a strategy for intensifying digital development. It is substantiated the measures and steps to activate the digital development of the enterprise and identifies new opportunities, which are generated in this case, in particular, it is noted that enterprises that activate digital development to get new opportunities, raise productivity, increase revenues and improve competitiveness, help create innovative products and services, attract foreign investment and expand international cooperation, change organisational culture and design, behavioural patterns of staff and their mentality. It is also important to create a favourable ecosystem for enhancing the digital development of enterprises, including government support, education and partnership with business.

Key words: digital development, development management, enterprises, digital technologies, digital solutions, crisis deformations.

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1. Introduction

The digital development of an enterprise is considered a decisive factor for successful operations in today's business environment, as digital technologies are rapidly evolving and digital solutions are becoming key to ensuring the competitiveness of enterprises. The relevance of the need to enhance digital development in the context of crisis deformations is explained by the fact that it enables businesses to store, analyse and effectively use their data, which allows them to gain valuable insights, make informed decisions and implement strategies aimed at growth and development. In addition, the intensification of the digital development of the enterprise helps to improve communication processes, both internal and external, as email, messengers, social networks and other digital tools help to ensure fast and effective communication

between employees, partners and customers. Furthermore, the digital development of the enterprise allows for the automation of management, marketing, accounting and business processes, which helps to increase productivity and reduce costs. Thus, the activation of the digital development of an enterprise becomes necessary to ensure competitiveness, increase efficiency and the ability to quickly adapt to market changes, provide opportunities for business expansion, attracting new customers and improving internal processes, and companies that ignore this aspect lose their competitive advantage in today's business. The above argumentation confirms the relevance of considering the problems of intensifying the digital development of an enterprise in the context of crisis deformations.

Many domestic and foreign scholars have addressed the problems of the digital economy, the processes of digitalisation of enterprises, and the impact of these processes on their development. Particularly interesting research and proposals can be found in the scientific publications of such scholars as: D. Bonnet, O. Bodnar, S. Brand, O. Vinogradova, O. Vyshnevskiy, E. Williams, V. Dergachova, O. Zhylinska, N. Yevtushenko, I. Yegorov, M. Karlberg, M. Kulinich, G. Kolomiets, N. Kraus, O. Kryvoruchko, L. Lazorenko, J. Licklider, V. Lyashenko, K. Mueller, N. Negroponte, O. Nikiforuk, O. Pizhuk, E. Peters, K. Pugachevska, M. Rudenko, D. Smith, D. Tapscott, G. Chmeruk, etc. While highly appreciating their research context, we state that it remains little elaboration of the problems of activating the digital development of an enterprise in the context of crisis deformations, which we undoubtedly consider to be relevant today.

The article is aimed at clarifying the essential aspects of digital development, analysing the status of digital development of Ukrainian enterprises in recent years and determining the factors influencing the need to activate the digital development of an enterprise, substantiating the strategy, measures and steps to enhance the digital development of the enterprise and revealing the opportunities generated in this process.

The research methodology consists of general scientific and special methods. The historical and dialectical methods are used to review scientific views on the essential aspects of digital development, and the method of expert assessments and analysis is followed to analyse the state of digital development of Ukrainian enterprises over the past six years, abstract and logical – to establish factors and logical relationships between them, the method of scientific abstraction, theoretical generalisation and prediction – to identify problems, opportunities for enhancing digital development and develop a strategy and measures for its implementation.

2. Analysing the state of digital development of Ukrainian enterprises

In general, development, as a philosophical category, is a gradual process by which something becomes more complex, mature and advanced. L.M. Shimanovska-Dianich asserts that "development is a process of self-promotion from the lowest to the highest level, which results in the disclosure and realisation of internal tendencies and the essence of phenomena, which in turn leads to the emergence of new things and causes any changes in various forms of matter" (*Shimanovska-Dianich L.M., 2012*).

Supporting this thesis, I.S. Groznyi substantiates that "development is a natural process of transition of the system from one state to another, which is achieved through the balance of production factors that contribute to this process and determine the efficiency of realisation of the enterprise's resource capabilities in accordance with the conditions for the formation of growth and development dictated by the external environment" (*Hroznyi I.S., 2012: 53*). Therefore, nowadays, "the main guideline of enterprise development management is to ensure its

effective functioning, reliability, sustainability, resilience and motivation for development" (*Kashuba Ya.M., 2011*). In general, scholars agree that "digital development of an enterprise is the process of using digital technologies to optimise business processes, ensure the efficiency and competitiveness of an enterprise" (*Dernova I.A., Borovyk T.M., 2022; Prokopyshyn O.S., 2021; Tokmakova I.V. et al., 2018*). Thus, digital enterprise development is the process of introducing and using digital technologies, tools and innovations to improve the efficiency of operations and business development. In practice, digital development encompasses the use of information systems, the Internet of Things, artificial intelligence, data analytics, cloud solutions and other digital tools to automate processes, improve communication with customers, optimise management and provide new business development opportunities. This means that digital development allows businesses to be more flexible, competitive and ready to adapt to changes in the modern digital world.

An analysis of the state of digital development of Ukrainian enterprises over the past six years (based on the study by (*Gudz O.E., 2018: 6*) shows stable growth and positive trends in their digital development. Nowadays, almost all enterprises (compared to 71% in 2018) agree that it is necessary to carry out digital transformation of their business as digital solutions increase competitiveness, while only 36% (compared to 16% in 2018) have carried out digital transformation of their business processes and management. Digital innovations are constantly being implemented by 24.7% of enterprises (compared to 5% in 2018), and only 6.7% of enterprises (compared to 12% in 2018) use mostly outdated information technologies. To summarise, it is worth noting, over the past six years Ukrainian enterprises have been actively implementing digital technologies, which helps automate and optimise their business processes. Enterprises are increasingly using cloud technologies, mobile applications, data analytics and artificial intelligence to improve the efficiency of management processes. At the same time, the growth of e-commerce is one of the key trends. More and more enterprises are setting up online stores and platforms to sell their goods and services via the Internet which allows them to attract new customers, increase volumes of sales and offset some risks. Meanwhile, electronic document management is becoming increasingly common. Most enterprises are converting to digital document formats from traditional paper copies, which not only increases efficiency and reduces document processing time, but also saves money on paper storage and transportation. Significant progress has also been made in digital marketing. Enterprises are increasingly using social media, search engine optimisation and content marketing to promote their products and services. They actively use analytics tools to measure the effectiveness of their marketing activities and tailor them to the needs of their audience. However, as we have seen, the digital development of Ukrainian enterprises has not reached the level of developed countries yet. Many enterprises do not carry out digital transformation to the required extent due to limited budgets, lack of qualified personnel and the absence of a clear strategic plan. Practically speaking, the need to intensify the digital development of an enterprise is influenced by various factors: the need for efficiency and optimisation of business processes, as digital solutions increase the efficiency of operations and ensure the optimisation of business processes; changing customer needs and expectations, as customers have high expectations of accessibility, convenience and quality of goods and services now and digital solutions allow enterprises to meet customer needs faster, better and more efficiently; the need for attracting talented creative professionals, as digital technologies are one of the key factors that attract such professionals, so enterprises need to implement modern technologies and infrastructure to attract and retain the best specialists; demand for new technologies and innovations, digital technologies are constantly evolving and new innovations are becoming key factors of competitive advantage so the enterprise

needs to work hard on its digital development to remain competitive. All the above factors affect the enterprise individually or in combination and each enterprise should take them into account when developing its strategy for enhancing digital development.

3. Strategy and measures to activate the digital development of enterprises

A strategy for activating the digital development of an enterprise is a programme of measures and actions aimed at using digital technologies to achieve a specific goal. The aim of the strategy for enhancing the digital development of an enterprise is to create favourable conditions for its digital transformation in order to reduce costs, increase efficiency, productivity, competitiveness, improve the quality of information exchange, attract more customers and increase the enterprise's profitability. This strategy is applied at various hierarchical levels, including production, business processes, management, security, etc. When implementing digital technologies, special attention should be paid to the use of cloud technologies, smart systems, artificial intelligence, development of mobile applications and other digital innovations. The strategy for activating the digital development of an enterprise should ensure its more efficient operation, improve the quality of products and services, increase labour productivity, improve access to information and promote innovation and change. The development of this strategy includes analysing the current state, identifying priority areas of digital development, formulating a programme, plans and specific tasks and measures required to implement the strategy. Its development requires the involvement of competent specialists, market analysis, consideration of trends and potential risks, and assessment of organisational and infrastructure support for the implementation of digital technologies.

The programme for activating the digital development of an enterprise is a comprehensive plan of measures aimed at introducing modern digital technologies and tools to improve business efficiency, including the use of Internet marketing, e-commerce, business process automation and data analytics. To activate the digital development of the enterprise, it is advisable to implement the following measures: introduce electronic data exchange with employees, customers and suppliers which reduces the time for processing documents and simplifies interaction with partners; development of a website and a mobile application for convenient ordering of goods and services by customers which will increase the convenience of service and opportunities for customers; widespread use of social media to promote the company's brand and interact with consumers; implementation of Internet marketing to promote goods and services, including website optimisation for search engines, electronic advertising and other tools to attract the target audience; using analytical tools to analyse and improve the enterprise's performance which will provide useful information about sales, customer behaviour and the effectiveness of marketing campaigns; implementing an electronic document management and electronic archiving system to improve work efficiency and reduce paperwork; engaging specialists in the field of digital development and training its own employees to use digital tools and technologies; initiative participation in conferences, seminars and other events dedicated to digital business development which will be allowed to gain new knowledge, ideas and contacts for further development; implementing incentive programmes for employees who implement and improve digital solutions in their work which will encourage them to develop creative solutions to activate the digital development of the enterprise; constant monitoring and updating of digital tools, technologies and solutions used in the work, including the Internet of Things, Big Data, artificial intelligence, modelling of organisational twins, cloud solutions, neuro-genetic hybrid systems to maintain efficiency and competitiveness.

4. Challenges of activating the digital development of enterprises

The basis for activating the digital development of an enterprise is the effective digitalisation of management and business processes, from the use of the latest digital technologies, modern equipment and latest generation facilities, new formats of communication with all contact audiences to the modernisation of organisational culture, value systems, behavioural and business models and management methods. It is clear that these transformations do not occur rapidly, but require a lot of financial resources and time, the amount of which depends on the depth of the required digital transformation, industry activity and the capabilities of the enterprise. Studies have shown that the biggest obstacle to intensifying digital development is the lack of necessary financial resources and staff competencies. The researchers also outline the following obstacles: "lack of a digital culture in enterprises, deficit of leadership, waiting for a favourable opportunity for change, implicit economic benefits from digital investments, absence of a clear vision of digital operations and quality management by senior management" (*Yangel G.V., 2018: 358–359*). Therefore, the activation of the digital development of enterprises is a challenge for them, as it generates a number of complex threats. "Currently, one of the key challenges for enterprises is to ensure the security of their activities, as the digitalisation of information has made economic activity significantly vulnerable (*Kolomiets G.M., Glushach Y.S., 2017: 139*). For example, the results of research by Chmeruk G.G., Kralich V.R. and Burlakova I.A. show that "56% of surveyed business entities are concerned about cybersecurity, 39% are very concerned and only 5% are not concerned at all. Only 3% of respondents have not experienced an IT security incident recently. The main obstacle to ensuring protection against cyber threats remains budgetary constraints" (*Chmeruk G.G. et al., 2018: 99*). Thus, it is worth noting that the following problems may arise when intensifying digital development at an enterprise: insufficient knowledge and competence of employees, since digital development requires specialised knowledge and skills; high costs of implementing and maintaining digital tools, especially at the first stage of implementation; Lack of time for training and implementation, as the introduction of digital technologies requires a significant amount of time and effort, which standing on the obstacle of performing daily work; an increase in potential threats, the number of cyberattacks on the enterprise and violations of data confidentiality; asymmetric access to digital developments, as individual employees or departments may have limited access to digital solutions, which creates inequality and leads to disorder and imbalance in some business processes; the need to transform business processes due to incompatibility with existing systems and infrastructure which requires replacement or modification of existing systems, networks and infrastructure, and is a complex and expensive process.

5. New opportunities for activating the digital development of enterprises

Each enterprise has its own unique resource and competence capabilities and needs, but all enterprises should take the following steps to implement a strategy to activate the digital development of the enterprise: 1) to conduct monitoring and audit of the current state: determine the need for resources, assess risks and threats, opportunities and benefits of digital development; 2) analysing the feasibility and selecting the appropriate digital tools, taking into account the company's priorities and resources; 3) developing and approving a concept, programme, plan of activities and actions; 4) implementation and training of staff, ensuring the correct deployment of digital changes and team training; 5) monitoring and evaluation according

to the defined key performance indicators and analysis of the results of the strategy implementation and its adjustment if it is necessary.

Most researchers positively assess digital development for enterprises, emphasising that it "leads to modification of the structure, management system and culture of the enterprise; allows to develop completely new forms of value creation and receipt; reorient the boundaries of the enterprise to more global levels" (*Kulinich M.B., 2019: 9*). Chmeruk G.G. and Kralich V.R., Burlakova I.A. also note the advantages and new opportunities from the digital development of enterprises: "increasing the efficiency of the existing infrastructure; emergence of qualitatively new business models; revenue growth or cost reduction in existing business models" (*Chmeruk G.G. et al., 2018: 98*). Thus, summing up the conducted researches, we are convinced that activation of digital development of an enterprise, according to the proposed strategy, opens up the following new opportunities: improving the efficiency of business processes, as digital tools automate and optimise routine tasks, reduce manual labour, and shorten the time required to complete them; enhancing communication and interaction with customers through the use of chatbots for customer support, personalised messaging systems and online platforms for ordering goods or services; expansion of business geography, digital development opens up access to new markets and mass audiences, and it is allowed to move to the international level; strengthening digital security, as enterprises have to actively work to improve cybersecurity; the use of artificial intelligence helps to analyse data, predict market trends, make predictions, etc; expanding marketing opportunities through the use of new marketing strategies and tools (social media marketing, contextual advertising, use of digital media, etc.); implementing the Internet of Things (IoT), which provides control and management of sensors and smart devices, process automation, and much more; developing its own mobile applications to improve communication with its customers, providing services and access to its products.

In summary, enterprises that activate digital development gain new opportunities to increase productivity, increase revenues and improve competitiveness, which helps to create innovative products and services, attracting foreign investment and expanding international cooperation, changing organisational culture and design, staff behavioural patterns and their mentality. It is also important to create a favourable ecosystem to boost the digital development of enterprises, including government support, education and partnerships with businesses.

6. Conclusions

The article clarifies the essential aspects of digital development, analyses the status of digital development of Ukrainian enterprises over the past six years, which allowed to identify the factors that influence the need to activate the digital development of enterprise and which should be taken into account in the process of developing a strategy for activating digital development, it is substantiated the measures and steps to activate the digital development of an enterprise and revealed new opportunities that are generated in this process.

In conclusion, the results of the conducted theoretical and practical research show that it is necessary to activate the digital development of an enterprise, since enterprises that activate digital development, gain new opportunities to increase productivity, increase of income and competitiveness, which helps to create innovative products and services, attracting foreign investment and expanding international cooperation, changes organisational culture and design, behavioural patterns of staff and their mentality. The proposed approach will help executives and management of enterprises to timely identify threats, problems, risks, assess them and

make effective decisions to develop and implement strategies and measures to activate digital development. At the same time, managers of enterprises are recommended to conduct a more detailed diagnosis of the state of digital development of a particular enterprise and its resource and competence capabilities.

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METHODOLOGY OF USING VIRTUAL ASSETS AS MEANS OF PAYMENT AT THE FIAT LEVEL: PROBLEMATIC ISSUES IN UKRAINE

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Summary

The FinTech sector, as one of the dynamic parts of Ukraine's economic frontier, has not only withstood the challenges of one of the most difficult times of independence, but has also continued to develop despite all the difficulties of the difficult time, and often despite it. *The purpose* of the article is to study the legal framework and methodology for the use of virtual assets as a means of payment in Ukraine before and after the entry into force of the cryptocurrency-specific Law No. 2074. *Methodology.* Both general scientific and special legal research methods were used to achieve the purpose of the study. *The scientific novelty* is an attempt to provide a legal assessment of the existing methodology for conducting increasingly popular transactions with virtual assets through the acquiring mechanism, against the background of an almost non-existent legal framework for their regulation. *Conclusions.* In fact, there is a paradigm in Ukraine regarding the recognition of virtual assets as means of payment. On the one hand, formally, at the legislative level, there are no plans to recognize virtual assets as a means of payment after the entry into force of Law 2074. On the other hand, from a practical point of view, before the entry into force of Law 2074, virtual assets are increasingly accepted as a means of payment in Ukraine. Prior to the entry into force of Law 2074, banks and cryptocurrency exchanges must act as tax agents in acquiring transactions for the purpose of payment for services and goods. Amendments to the Tax Code of Ukraine for the entry into force of Law 2074 do not provide for withholding tax when paying income to an individual from transactions with virtual assets. This will not contribute to the timely and full payment of taxes to the budget. The widespread use of cryptocurrencies directly in payments for goods and services in Ukraine, without official acquiring operations, before the entry into force of Law 2074 may have certain negative tax consequences for business entities.

Key words: cryptocurrency, cryptoasset, virtual asset, bitcoin, stablecoin, digital currency, electronic money, fintech.

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1. Introduction

At least 12.7% of Ukrainians use cryptocurrency. Ukraine ranks first in the world in terms of crypto adoption, according to a UN report at the Trade and Development Conference in August 2022. The CrossPay CEO noted a number of major players in the cryptocurrency payment solutions market in Ukraine: Binance, WhitePay, Kuna (*Melnyk, 2022b*).

Mastercard Ukraine and Moldova CEO said: "Cryptocurrency payments are one of the most anticipated innovations in payments for Ukrainians, and according to a recent Mastercard SME Index study, one in ten SMEs in Ukraine already accepts cryptocurrency as payment for goods or services. I am confident that the launch of the first cryptocurrency card in Ukraine will open a new page in the development of the payment market with the further launch of crypto innovations in the industry" ("*Ukraine launches payment card for cryptocurrency payments – weld card,*" 2022).

On 17.02.2022, the Verkhovna Rada of Ukraine adopted the Law of Ukraine "On Virtual Assets" No. 2074-IX (hereinafter referred to as the "Law 2074") (*On virtual assets, Pub. L, 2022*), taking into account previously submitted proposals from the President (Card of the draft law "On virtual assets". Card of the draft law. 2020). According to the section "Final and Transitional Provisions" of Law 2074, the law itself will come into force, inter alia, from the date of entry into force of the Law of Ukraine on Amendments to the Tax Code of Ukraine regarding the peculiarities of taxation of transactions with virtual assets (*Explanatory Note to the Draft Law of Ukraine No. 7150 "On Amendments to the Tax Code of Ukraine on Taxation of Turnover of Virtual Assets in Ukraine", 2022*). In order to fulfill the requirements of paragraph 1 of Section VI of Law 2074 and to bring it into force, the Verkhovna Rada of Ukraine on 13.03.2022 registered (*Comparative Table to the Draft Law of Ukraine "On Amendments to the Tax Code of Ukraine Regarding Taxation of Transactions with Virtual Assets" No. 7150, 2022*) Draft Law No. 7150 "On Amendments to the Tax Code of Ukraine on Taxation of Transactions with Virtual Assets" (hereinafter – Draft Law 7150) (*Draft Law On Amendments to the Tax Code of Ukraine on Taxation of Transactions with Virtual Assets, 2022*).

Under the concept of virtual assets (*Hrytsai S. O., 2022k, 2022h*) Law 2074 contains a definition that covers the entire spectrum of (*Hrytsai, 2023*) a more familiar concept to us (*Hrytsai, 2022c*), as a cryptocurrency (*Hrytsai S. O., 2022c*), except for the concept of CBDC (*Hrytsai, 2022a*) – digital currency of central banks.

The legal status of virtual assets is defined in part 7 of Article 4 of Law 2074 and has the following interpretation: "*Virtual assets are not a means of payment on the territory of Ukraine and cannot be exchanged for property (goods), works (services)*".

However, the current practice in Ukraine does not correspond to the meaning of Law 2074 (*Hrytsai S. O., 2022m, 2022j*).

2. Purpose of the article

The purpose of the article is to analyze the legal framework and methodology of using virtual assets as means of payment in Ukraine before and after the entry into force of Law 2074.

3. Methods

The goals determine the methodology for achieving them, just as the tasks set determine the methods for solving them. The methodological basis of the study included a combination of philosophical, general scientific and special legal methods of scientific knowledge.

The source base of the study was based on the analysis of the legislative framework of Ukraine. The empirical basis of the study was formed by official letters of explanation from state regulators, as well as reports and interviews with senior executives of business entities in Ukraine.

The general philosophical (universal) method of cognition was used at all stages of the study. The dialectical method with a systemic and structural approach was applied to the study of scientific literature and legal and regulatory material governing taxation.

The Aristotelian method was useful in analyzing the content of the current legislation on the legal nature of the object of study, explaining the problems of their provision, in terms of legislative technique in the relevant draft laws and regulations.

The interdisciplinary approach to the study of various aspects (definition of the legal nature, tax regulation, etc.) of the mechanisms of legal regulation of relations related to cryptocurrency proposed in the draft laws contributed to the proper substantiation of the conclusions and proposals made.

The selected source base and methodology of its research corresponds to the formulated purpose and achievement of the goal and generally contributes to the creation of an optimal structure of the conclusions drawn.

4. Results of the study

1. Acquiring with virtual assets. In 2022, electronics retailers in Ukraine, such as Stylus and TechnoIzhak, began to increasingly accept cryptocurrencies as payment for goods purchased from them. The whole process was implemented in partnership with the crypto processing platform Whitepay, which is part of the European exchange WhiteBIT. Payments are made through the acquiring form in online stores or directly at the point of sale through special POS terminals. Payment is accepted in more than 130 types of cryptocurrencies and their list is constantly expanding (*Electronics retailers TechnoEzhak and Stylus start accepting cryptocurrencies to pay for goods, 2022*).

Mastercard, together with Weld Money, a fintech startup based on the Ukrainian bank Unex Bank, has launched a cryptocurrency payment card "Weld" in Ukraine. The card allows you to pay for goods and services with cryptocurrency in a convenient mode where cashless payments are available: POS terminal, online payments. From a practical point of view, the process of paying with the Weld cryptocurrency card is no different from paying with any bank card based on Debit Mastercard. This card can be added to Apple Pay, Google Pay and pay with cryptocurrency without the need for the user to convert it into regular (fiat) currency, as the conversion of cryptocurrency is automatic. When paying with the Weld card, the equivalent amount is deducted from the cryptocurrency balance of the Weld Money wallet in the form of USDT stablecoins. Weld Money has announced that Bitcoin and a number of altcoins will soon be added to the wallet (*"Ukraine launches payment card for cryptocurrency payments – weld card", 2022*).

The online cryptocurrency exchange Binance and the supermarket chain Varus, which has 97 supermarkets in different cities of Ukraine, have launched online payments for goods in online stores using a crypto wallet and Binance Pay technology. The head of the Varus e-business center said, among other things: "[...] Thanks to our technology partners Binance and SettlePay, we will soon announce this opportunity in the offline network." Binance Pay is a contactless cryptocurrency payment technology that is one of the many products of the Binance ecosystem that supports more than 50 cryptocurrencies (*Tarasovskiy, 2022*).

Along with the Varus network, the well-known WOG gas station chain has become a partner of the Binance cryptocurrency exchange and launched the possibility of paying for fuel with cryptocurrency through Binance Pay. In a press release, the company said: "Cryptocurrency payments have become another alternative tool for paying for fuel. It can be used for

contactless payments using the WOG PAY service in the PRIDE mobile application. The integration was implemented in partnership with SettlePay." The Head of Digital Transformation at WOG filling stations added: "Our team is working to offer our customers innovative products and services... The addition of the Binance Pay cryptocurrency payment option will expand this line" (Zharykova, 2022).

OKWINE, the Ukrainian chain, was the first in its segment to add the ability to pay for drinks and food with cryptocurrency. More than 130 types of cryptocurrencies are now available for payment in the Okwine.ua web market and to visitors of OKWINE stores through POS terminals in Kyiv and Lutsk. The project was implemented in partnership with the crypto processing service Whitepay. In the near future, the option is planned to be integrated in all outlets, as cryptocurrency payments are gaining popularity and new momentum in the Ukrainian market (Symonenko K., 2022).

At the end of May 2022, Foxtrot, one of the largest retail chains in Ukraine in terms of the number of stores and sales, integrated a tool from the cryptocurrency exchange Binance. According to the results of the first month of trading, Foxtrot accepted more than 1000 payments in cryptocurrency (Meljnyk, 2022a). Binance Pay technology is used. The average receipt in such purchases is close to the average in the Foxtrot network (Shapoval, 2022).

This is not the first time that Ukrainian businesses have picked up the crypto payment trend. The previous wave took place in 2017–2018, but payments did not become widespread. Currently, businesses have picked up the trend of introducing cryptocurrency payments again. This is because over the past 5–6 years, infrastructure solutions for crypto payments have caught up with market demands. "Five years ago, everyone wanted to make payments with crypto, but they did not understand how and what," WhitePay CEO said in his interview with Forbes.

In 2019, major cryptocurrency players appeared on the Ukrainian market. Whitebit, a cryptocurrency exchange with more than 3.5 million users, launched WhitePay crypto processing. Binance, one of the world's largest crypto exchanges, started testing crypto payments through its BinancePay crypto processing in 2021. The services developed by these crypto market players helped to accept payments from the buyer and send them to the seller of services or goods – the retailer. WhitePay has developed a payment terminal for offline outlets, having invested more than \$1 million, and BinancePay has introduced payment in stores via QR code. The director of the Ukrainian office of the cryptocurrency exchange Binance notes that they are preparing integration with 10 retailers in the near future: "We plan to announce a new partnership every month." At the same time, WhitePay is negotiating integration with 45 companies (Meljnyk, 2022a).

We assume that all of the above examples of the use of virtual assets are carried out through a banking service – acquiring, which takes place automatically. And this is despite the fact that virtual assets remain unregulated in Ukraine, as Law 2074 has not yet entered into force (Hrytsai S. O., 2022l).

The widespread use of acquiring would be more logical after the entry into force of Law 2074 (Hrytsai S. O., 2022b), when such a scheme will work through official service providers (Hrytsai S. O., 2022n) on the turnover of virtual assets that have received the appropriate authorization (Hrytsai S. O., 2022i) from the relevant market regulators in Ukraine (Hrytsai S. O., 2022d, 2022e).

Today, there are at least two types of acquiring. Acquiring (merchant acquiring) is a bank service that allows you to accept payment cards of international and national payment systems for goods, works and services using a POS terminal (or its analog) (*What is acquiring, acquirer, POS terminal?* 2020). Mobile acquiring is a technology that allows you to accept

payment for goods or services with bank cards using a smartphone or tablet computer and a connected M-POS terminal. Mobile POS terminals can be connected to a smartphone or tablet based on Apple iOS or Android, as well as to a personal computer. There are no specific restrictions on the acceptance of bank cards by a mobile POS terminal. The types and kinds of payment cards may be limited both by the acquiring bank (availability of certifications in the PS) and by the capabilities of the mobile POS terminal (acceptance of cards with a magnetic stripe and/or chip, contactless cards) (*Mobile acquiring, 2022*).

However, today, despite everything, as we can see from numerous examples, acquiring is used, i.e., there are agreements between the bank and service providers acting at their own discretion, without any control from the state. Due to the existing lack of regulation, this issue cannot be applied and penalties cannot be imposed on the following business entities (*Hrytsai S. O., 2022a*), – what encourages arbitrariness.

2. Tax agent: acquiring transactions with virtual assets before and after the entry into force of Law 2074. All of the above touches upon an equally important topic, namely the taxation of transactions with virtual assets that take place today before the entry into force of Law 2074. At a minimum, banks that carry out acquiring operations for "semi-legal" cryptocurrency exchanges should act as tax agents when conducting transactions with virtual assets on the part of individuals (*Hrytsai S. O., 2022g*).

Let's analyze the existing regulatory framework of Ukraine regarding the functioning of the institute of tax agent, which, according to the letter of the Ministry of Justice of Ukraine dated 23.11.2006 No. 20-5-478 with reference to the Tax Code of Ukraine dated 02.12.2010 No. 2755-VI (hereinafter – the TCU), is recognized as a legal entity (its branch, department, other separate subdivision) or an individual or representative office of a non-resident legal entity (*On Procedure for Withholding Personal Income Tax and Social Security Contributions from the Amount of Employee's Wages, 2006*).

According to subpara. 14.1.180 of para. 14.1 of Art. 14 of the TCU, a tax agent with respect to personal income tax is a legal entity (its branch, department, other separate subdivision), self-employed person, representative office of a non-resident legal entity, investor (operator) under a production sharing agreement, which, regardless of the organizational and legal status and method of taxation with other taxes and/or form of accrual (payment (in cash or in kind) of income (in cash or in kind) are obliged to accrue, withhold and pay the tax provided for in Section IV of the TCU to the budget on behalf and at the expense of an individual from the income paid to such person, keep tax records, submit tax reports to the controlling authorities and be liable for violation of its provisions in the manner prescribed by Art. 18 and Section IV of the TCU (*Tax Code of Ukraine, Pub. L., 2010*).

Section IV of the TCU provides for the procedure for the calculation, withholding and payment (transfer) of personal income tax (hereinafter – PIT): for resident individuals with a source of origin in Ukraine and foreign income; for non-resident individuals with a source of origin in Ukraine (paragraph 162.1 of the TCU).

A tax agent that accrues (pays, provides) taxable income in favor of an individual taxpayer is obliged to withhold tax from the amount of such income at the taxpayer's expense using the tax rate specified in Article 167 of the TCU (subpara. 168.1.1 of the TCU).

The tax withheld from the income of residents (non-residents) is subject to crediting to the budget (paragraph 168.4.1 of the Tax Code) in accordance with the provisions of the Budget Code of Ukraine dated 08.07.2010 No. 2456-VI (hereinafter – BCU) (*Budget Code of Ukraine, Pub. L., 2010*).

The personal income tax paid (transferred) by the tax agent is credited to the relevant budget at their location (location) in the amount of tax accrued on income paid to an individual (clause 2 of Article 64 of the BCU).

Tax agents, as a general rule, withhold and pay personal income tax and military duty to the budget simultaneously with the transfer of money (in the form of income) to the individual's bank account (subpara. 168.1.2 of the TCU).

In addition to the use of the tax agent institution for personal income tax and military duty (reporting on these taxes is unified), the Tax Code and letters of the State Tax Service of Ukraine also use the term "tax agent" in relation to other taxes and fees: military duty; tourist tax; and withholding tax (the so-called repatriation tax). A personal income tax and military duty declaration is filed by individuals only if they are registered as an entrepreneur under the general taxation system or such taxes were not withheld by tax agents, and in all other cases personal income tax and military duty are paid and reported by tax agents:

- *legal entities, individual entrepreneurs* on the general system or 2,3,4 groups of the single tax, who are employers: a). pay their employees wages and other income (dividends, royalties, bond income, income in the form of additional benefits) (subpara. 162.1.3, subpara. 164.2.14 of the TCU, subpara. 171.2 of the TCU); b). taxes are also accrued and withheld from the income of individuals who do not have the status of an entrepreneur under civil law contracts (contracting services, sale and purchase of movable property), if the agreement was not notarized and taxes were not withheld directly by the notary (subpara. 173.3 of the TCU);

- *notaries* – in the case of notarization of contracts for the sale and purchase of property, gift agreements and issuance of inheritance certificates (subpara. "b" of subpara. 168.4.5 of the TCU and subpara. 173.3 of the TCU);

- *banking institutions* – from passive income (interest on current and / or deposit (deposit) bank account, registered savings (deposit) certificates) (subpara. 14.1.268 of the TCU), as specified by the Letter of the State Fiscal Service dated 05.07.2017 No. 1000/6/99-99-13-02-03-15/IIIK) (*On taxation of certain types of income, 2017*);

- *credit unions* – from deposits, payment (interest) on distributed share membership fees of members of such a union (subpara. 14.1.68 of the TCU);

- *insurance companies* – from income in the form of insurance payments and insurance compensation;

- *professional securities trader* – from investment income as a result of transactions with the taxpayer's investment assets (subpara. 170.2.9 of the TCU);

- *asset management companies* – from investment income as a result of transactions with the taxpayer's investment assets (subpara. 170.2.9 of the TCU);

In the future, we will find out what tax prospects await us when the Tax Code of Ukraine is amended to enact Law 2074. In the course of the legal analysis of the Draft Law 7150, among other things, our attention was drawn to paragraph 10, which provides for amendments to Article 170 by one paragraph and five subparagraphs, in particular, as follows:

«170.2-1. *Taxation of profits from transactions with virtual assets. 170.2-1.1. A tax agent that accrues (pays) to a taxpayer income from transactions with virtual assets shall not withhold tax at source when paying (accruing) such income and shall reflect such income in the tax calculation, the submission of which is provided for in subparagraph "b" of paragraph 176.2 of Article 176 of this Code.» (Draft Law On Amendments to the Tax Code of Ukraine on Taxation of Transactions with Virtual Assets, 2022).*

3. Taxation of acquiring operations with virtual assets before the entry into force of Law 2074. The issue of taxation of service providers remains open in the context of our study

(Hrytsai, 2022b), acting at their discretion before the entry into force of Law 2074, which may include both legal entities and individual entrepreneurs (Hrytsai S. O., 2022f).

If a person purchases certain property for cryptocurrency, he or she will have to pay more taxes, because cryptocurrency is not a means of payment in Ukraine (Hrytsai S. O., 2022b).

Only the hryvnia is legal tender in Ukraine (On the National Bank of Ukraine, Pub. L., 1999). Article 99 of the Constitution of Ukraine defines the hryvnia as the currency of Ukraine. Ensuring the stability of the currency is the main function of the central bank of the state, the National Bank of Ukraine (The Constitution of Ukraine, Pub. L., 1996). According to Article 1 "Definition of Terms" of the Law of Ukraine "On Currency and Currency Values" [...]. the terms are used in the following meanings: [...] 6) national currency (hryvnia) (On currency and currency transactions, Pub. L., 2018).

In the above case, the acquired property may be qualified by the tax authorities as income from the sale of cryptocurrency in a non-monetary form.

A barter (commodity exchange) transaction is a business transaction that involves making payments for goods (works, services) in kind under one agreement (subpara. 14.1.10 of the TCU).

In case of accrual of income in any non-monetary form, the tax base is the value of such income calculated at arm's length prices, the rules for determining which are established in accordance with the Tax Code, multiplied by a coefficient. The coefficient is calculated using the following formula $K = 100 : (100 - SP)$, where K is the coefficient; SP is the tax rate set for such income at the time of its accrual (for the 18% tax rate, the coefficient is 1.21951). Such income is also subject to military duty at the rate of 1.5%. However, the application of the "natural" coefficient for the military fee is not provided. In the tax calculation for the 1DF form, column 3a "Amount of accrued income" reflects (for the reporting quarter) the income accrued to an individual in accordance with the income characteristic. This provision is stipulated by clause 164.5 of the Tax Code, paragraphs 3.2, 3.3 of Section III of the "Procedure for Completion and Submission by Tax Agents of the Tax Calculation of the Amounts of Income Accrued (Paid) in Favor of Individuals and the Amounts of Tax Withheld from Them", approved by Order of the Ministry of Finance of Ukraine No. 4 dated January 13, 2015 (Employee has been accrued income in kind: reflection in the calculation of the 1DF form (2023) 2023).

5. Conclusions

1. In fact, there is a legal paradigm in Ukraine regarding the recognition of virtual assets as means of payment. On the one hand, formally, at the legislative level, it will not recognize virtual assets as a means of payment after the entry into force of the relevant Law 2074. On the other hand, from a practical point of view, before the entry into force of Law 2074, virtual assets are increasingly accepted as a means of payment in Ukraine. And we do not see any obstacles in the existing methodology of acquiring operations, and further after the entry into force of the relevant Law 2074.

2. Prior to the entry into force of the cryptocurrency-specific Law 2074, banks and cryptocurrency exchanges must act as tax agents for acquiring operations in Ukraine.

3. The widespread direct use of cryptocurrencies in payments for goods and services in Ukraine, i.e. not through official acquiring operations, before the entry into force of the cryptocurrency-specific Law 2074 may have certain negative tax consequences for businesses involved in this transaction. The tax inspectorate equates non-monetary settlements to a barter transaction and entails the application of an increased coefficient to the tax base of 1.21951.

4. If Draft Law 7150 is adopted to enact Law 2074, the concept chosen by the legislator provides that when paying income to an individual from transactions with virtual assets, tax agents should not withhold tax at the source of payment. This direction of legislative activity set forth in the Draft Law 7150 will not contribute to timely and full tax revenues to the budget in the form of taxes from transactions with virtual assets conducted by individuals, including non-residents.

Proposal. In order to ensure full and timely tax withholding, banks (financial institutions) and service providers (cryptocurrency exchanges) that conduct acquiring transactions should be obliged to withhold taxes from such transactions. To this end, the Tax Code of Ukraine should be amended accordingly before Law 2074 enters into force.

Virtual asset market participants may try to proceed from the fact that cryptocurrencies have the official status of an object of civil rights in Ukraine since the end of 2023 (Article 179-1 of the Civil Code of Ukraine). This means that such an asset may be subject to exchange. The subject of such an exchange may be real estate, cars, goods, etc. And based on this legal position, trying to defend your rights in Ukrainian courts against the claims (position) of the tax authority regarding the qualification of such sales/exchanges involving cryptocurrencies as in-kind transactions and the need to apply an increased coefficient of 1.21951 to the primary tax base of such transactions – although a stable court practice in this direction has not yet been formed, but the probability of success is not high until the relevant cryptocurrency Law 2074 comes into force.

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FORMATION OF HEALTHY LIFESTYLE OF STUDENTS BY MEANS OF PHYSICAL TRAINING

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Summary

In today's conditions, the problem of forming a healthy lifestyle among students is particularly relevant. The article analyses the causes, consequences and ways to overcome the problem of healthy lifestyles among young people. The reasons that have a negative impact on the health of young people include a lack of physical activity, bad habits, unhealthy diet, chronic stress, depression or anxiety, lack of sufficient awareness of the importance of a healthy lifestyle. It is emphasised that the promotion of a healthy lifestyle among students is an important strategic task of higher education institutions, which can be successfully solved in various forms of physical improvement. It is noted that physical education is one of the key components of a healthy lifestyle and its proper formation, as it motivates people to strive to live actively, move, do good deeds and be active members of a healthy society. It is important to inform young people about the benefits of a healthy lifestyle and the dangers of unhealthy habits. Healthy lifestyle education should be systematic. It is stated that the formation of a healthy lifestyle should be carried out at three levels: social (information and educational work); infrastructure (specific conditions in the main spheres of life, preventive measures, environmental control); personal (system of human values, standardisation of everyday life). The creation and implementation of special programmes and projects will help young people to maintain a healthy lifestyle.

Key words: healthy lifestyle, physical culture, physical activity, physical activity, psychophysical state, students.

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1. Introduction

A healthy lifestyle for young people is the key to a healthy society in the future. That is why it is so important to instil in students the values of health and physical activity. The student years are a crucial period in shaping a person's outlook and habits. Students often have a heavy academic workload, stress, unhealthy diet, etc., which negatively affects their health. Physical education classes at universities can be an effective tool for promoting a healthy lifestyle and preventing diseases among young people. The problem of forming a healthy lifestyle among students is particularly relevant today. Statistics show an increase in the incidence and prevalence of bad habits among young people. Therefore, the search for effective methods of promoting physical activity and healthy lifestyles among students is essential to improve the quality of life and health of the nation in the future.

The purpose of the article is to analyse the potential of physical culture in the formation of positive motivation to exercise and adherence to the principles of a healthy lifestyle among students.

2. Causes of an unhealthy lifestyle

The Constitution of the World Health Organisation states that health is a state of physical, mental and social well-being and not merely the absence of disease or infirmity.

A healthy lifestyle is a way of life for every person to prevent diseases and improve their health. A healthy lifestyle is a person's life activity aimed at improving and maintaining his or her health through a certain diet, physical fitness, moral attitude, and giving up bad habits (Kotova, Nepsha, Popazov, 2019).

A healthy lifestyle is an activity aimed at shaping, preserving and strengthening people's health as a prerequisite for the progressive development of society in all its areas (Archaia, Kopytina, Skrypka, Cheridnichenko, 2017). It should be noted that health and learning are interconnected and interdependent: the higher the level of student health, the more productive learning is, otherwise the ultimate goal of learning loses its true meaning and value.

The concept of "healthy lifestyle" encompasses three interrelated aspects: physical health, spiritual health and social health. These components closely interact and influence each other. Their combined effect is not a simple sum, but rather the result of their synergy. If one of these three factors is absent or weakened, it will have a negative impact on the overall health of the person, reducing its indicators to zero.

According to scientists (Ivanenko, 2020; Mozolev etc., 2021), the current crisis state of health of student youth is caused by the lack of awareness of the value of their own health and healthy lifestyle; educational institutions have not formed an effective system of incentives to maintain health; there is no systematic work on the implementation of educational measures to improve the health potential of student youth.

Healthy lifestyles are one of the most relevant topics among students. However, despite all the resources and opportunities available, there are challenges that prevent young people from maintaining a healthy lifestyle. In today's society, many factors, such as unhealthy diets, sedentary lifestyles and stress, have a negative impact on the health of the younger generation.

One of the factors leading to poor health among students is a lack of sufficient awareness of the importance of a healthy lifestyle. They are often unaware of the role of physical activity in improving their physical health and lack basic skills in self-monitoring their physical condition. Due to the lack of adequate information and understanding of the benefits of a healthy lifestyle, students do not pay due attention to maintaining their health, which leads to its deterioration.

Unhealthy lifestyles among young people are also caused by poor nutrition. Young people prefer quick snacks, rich in fat, sugar and sweets, to full meals. This leads to the development of obesity, diabetes and other diseases. In addition, the lack of physical activity among young people also contributes to an unhealthy lifestyle.

One of the main problems in the area of healthy lifestyles among young people is the lack of physical activity. Young people are spending more and more time sitting, studying, playing computer games or surfing social media. Lack of regular physical activity leads to weakened muscles, poor blood circulation and an increased risk of developing cardiovascular disease.

One of the reasons for this problem is the lack of sufficient time. Young people are often busy with studies, unnecessary activities and other activities, which does not leave much time for physical activity. In addition, many young people do not see the need for it and prefer to spend their free time in a passive mode. This problem is very common nowadays, with the development of online games, the availability of computers and other gadgets, and the lack of parental control (Korzh, 2016).

Another health problem is unhealthy eating. The problem of organising rational nutrition for students remains relevant, and it is an integral part of shaping a healthy lifestyle for young people. The importance of rational nutrition increases during the period of study, when mental and physical activity increases, and therefore, to replenish energy, it is necessary to build nutrition on the basis of the modern scientific concept of balanced nutrition in terms of basic nutrients and other essential nutritional factors, as well as its compliance with the characteristics of a young organism.

Young people often consume large quantities of fast food, sweets and fizzy drinks, which leads to excessive calorie intake, lack of nutrients and obesity. It should also be noted that fast food restaurants, sweets and junk food are readily available on store shelves and that food in health food stores is very expensive, which makes it even more difficult for young people to maintain a healthy lifestyle. In addition, malnutrition is often associated with financial constraints, when young people cannot afford to buy quality food. Another reason for unhealthy eating is the low awareness of young people about proper nutrition. Many schoolchildren and students do not have sufficient knowledge of nutritional values and dietary principles (Dudorova, 2017).

Deficiency of any nutrients or biologically active substances in conditions of intense physical activity (training) and under the influence of stress factors can lead to a decrease in performance, metabolic disorders and the development of many diseases.

The next reason is that bad habits, such as smoking, alcohol and drug use, etc., are another serious problem in leading a healthy lifestyle among young people. These habits have a negative impact on the health of young people and increase the risk of developing many dangerous diseases.

One of the reasons for the emergence of bad habits among young people is the influence of the environment. Young people tend to imitate their friends, "idols", "authorities" in their environment, and adopt their habits. Most often, this is due to the fear of being rejected by the company, and vice versa, the desire to be accepted. Many students succumb to peer pressure to show their "seniority" by using harmful substances. In addition, some young people are looking for a way to cope with stress or overcome their problems by using harmful habits as a way to relax.

In addition, all of the above factors of unhealthy lifestyles are instilled in young people through online resources, social media, TV shows and films that romanticise drug use, alcohol consumption and unhealthy lifestyles. The concept of "depression" is also very popular among young people, and it is glorified and even considered beautiful.

The Internet undoubtedly has many positive aspects and benefits. However, unhealthy lifestyles shaped by the Internet are becoming a serious problem among young people. Proper use of the Internet and limiting the time spent in the virtual world are key factors in maintaining a healthy lifestyle among young people.

Thus, we can identify another factor that influences a healthy lifestyle – psychological. This is probably one of the main factors, as the psychological state plays an important role in shaping a healthy lifestyle. People who experience chronic stress, depression or anxiety often have difficulty maintaining healthy habits such as eating right, being physically active and getting enough sleep. Psychological state can affect motivation, self-control and the ability to make rational health-related decisions.

There are many reasons and factors affecting the health of young people, but we have tried to touch upon and identify the most important ones in this paper. Unhealthy lifestyles among young people have serious consequences for their health. Inadequate nutrition and lack of physical activity lead to cardiovascular problems, obesity, high blood pressure and increased

risk of developing various chronic diseases. In addition, an unhealthy lifestyle can have a negative impact on mental health, causing stress, depression and anxiety.

3. Overcoming the problem of unhealthy lifestyles among young people

The formation of a healthy lifestyle of student youth should take place within the framework of physical education – a process that allows not only to develop physical abilities, acquire knowledge about physical culture and sports, but also to educate the personality of a physically healthy person with a high level of physical culture. Physical culture is a part of culture and is a set of values, norms and knowledge created and used by society for the purpose of physical and intellectual development of young people, improvement of their motor activity and formation of a healthy lifestyle, social adaptation through physical education, physical training and physical development.

By teaching students the basics of health culture, they will become more motivated to lead a healthy lifestyle.

As Yevtushyk rightly points out, a healthy lifestyle is an indisputable factor in achieving our well-being and prosperity. It is the foundation for our health and happy life. Its implementation in the educational system is an important condition for our future generations to be able to make informed decisions and ensure their longevity and high quality of life (*Obukhivska, Tsushko, 2015*).

Physical activity is one of the key aspects of a healthy lifestyle. It not only makes young people more physically attractive, but also significantly improves their health (*Mozolev, 2020*).

Physical culture and sports will help young people become more successful. Sports activities contribute to the formation of an active life position, discipline, concentration, sociability, efficiency, intellectual development, and stress resistance, which are essential qualities of a successful personality.

Physical exercises are of particular importance in maintaining and improving students' health. Physical activity improves the life of the organism as a whole, stimulates intellectual activity, increases the productivity of mental labour, and has a positive effect on mental and emotional activity. The implementation of these provisions involves the systematic use of forms of physical culture available to each student (morning gymnastics, walks, outdoor sports, dancing). Physical inactivity, which affects 90% of students, leads to pathological changes in metabolism, a decrease in enzyme activity, destructive changes in cells, which leads to tissue dystrophy or atrophy and is a consequence of a decrease in the level of functioning of body systems (*Shekera, Medvedovska, Melnyk, 2014*).

Systematic physical education and sports activities result in the continuous improvement of internal organs. Muscular activity leads to the harmonious development of all parts of the central nervous system. It is important that physical activity is systematic, varied and does not cause fatigue.

Overcoming the problem of unhealthy lifestyles among young people requires a comprehensive approach. Informing young people about the benefits of healthy lifestyles and the dangers of unhealthy habits is essential.

The main objectives of the work on promoting a healthy lifestyle are as follows:

formation of positive motivation for a healthy lifestyle and health culture;

familiarising young people with the basics of a healthy lifestyle, helping them to form their own healthy lifestyle and carrying out preventive work to prevent negative manifestations;

developing theoretical and practical skills of a healthy lifestyle. Promoting the development of a creative personality capable of self-development, self-education and self-actualisation of young people.

Healthy lifestyle education should be systematic and contribute to the harmonious development of young people's psychological and physical abilities. It is not limited to periodic reminders of the value of a healthy lifestyle for the team. Such work involves:

- studying the perceptions of young people about a healthy lifestyle and developing methods for assessing the health of each individual;
- formation of consciousness and culture of a healthy lifestyle;
- development of methods for teaching young people a healthy lifestyle in order to consolidate relevant knowledge and skills.

Nutrition education: educational programmes on healthy eating and its impact on the body should be conducted. This will provide young people with reliable information and help them make informed choices in favour of healthy eating.

Sports and physical activity: young people should be given opportunities to participate in sports and physical activity to encourage them to adopt an active lifestyle.

Social support: Communities should be created that encourage healthy lifestyles and support each other in achieving their goals. Such communities will help young people share experiences and find motivation.

Unhealthy lifestyles among young people are a serious problem, but they can be overcome. Providing a variety of physical education classes, additional classes on healthy eating and regular physical activity can help raise awareness and develop good habits among young people.

The formation of a healthy lifestyle is a complex systemic process that covers a large number of components of the lifestyle of our modern society and includes the main areas and directions of student life.

The components of a healthy lifestyle include:

- proper organisation of the daily routine, which corresponds to the individual daily biorhythm of each student;
- physical activity (daily exercise classes);
- rational and balanced nutrition;
- moderate and reasonable use of any methods of hardening;
- the ability to relieve nervous tension through muscle relaxation (various autogenous training);
- giving up existing bad habits.

Physical culture is an important factor in establishing an active life position, as social activity develops on its basis and is transferred to other areas of life – social, educational, and labour. Engaging in physical education and sports activities, students gain and accumulate social experience, which results in an increase in their social activity (*Ohromij, 2020; Javors'ka, 2020*).

Exercise not only helps to maintain physical health, but also helps to develop important character traits and builds strong foundations for further personal, educational and professional growth (*Alekseichuk, 2022*).

Exercise affects not only this or that organ, but also the whole organism through the nervous system, which is the main trigger of life. Even with light physical activity, such as walking, squats, etc., there is an objective improvement in the functions of organs and body systems in general. Breathing becomes faster and deeper, heart rate increases, changes in blood

pressure occur, and the function of the gastrointestinal tract, liver, kidneys, and other human organs improves.

With systematic exercise, significant, noticeable changes in metabolism occur, and the function of internal secretion increases. A person develops a good appetite and motor, secretory and chemical function of the gastrointestinal tract, and the psychological mood of students improves. As a result of physical exercises, students develop resilience, endurance, and the ability to control their actions and emotions, which is typical for a healthy person.

4. Conclusions

Transformational processes in modern Ukrainian society and changes in the basic principles of life form new social paradigms in the educational environment of students. Today, the priority values are safety, health, education and future professional career. Adherence to a healthy lifestyle depends on personal awareness of the importance of appropriate actions. The task of higher education institutions is to maximise the formation of students' knowledge and personal beliefs about the need for a healthy lifestyle. In this context, the task of higher education is to: use health-saving teaching technologies; observe the regime of physical activity, combine physical and static load; organise a balanced diet; create an emotionally favourable learning atmosphere; form students' awareness of the value of health, cultivate a healthy lifestyle, etc.

The most important and effective way to achieve the most positive result in the issues of healthy lifestyle of students is the comprehensive use of physical culture as the main factor in eliminating the shortcomings in the physical development of students. It is the most promising, accessible and effective way to improve the physical condition of students and a leading component of a healthy lifestyle.

Healthy lifestyles should be promoted at three levels: social (information and education); infrastructural (specific conditions in the main spheres of life, preventive measures environmental control); personal (system of human values, standardisation of everyday life). To this end, it is necessary to create and implement programmes and projects that would shape the need for a healthy lifestyle among a wide range of students.

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MEDIATION IN THE NOTARY: HARMONIOUS RESOLUTION OF LEGAL DISPUTES

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Summary

This article is devoted to the study of the role and importance of mediation methods in the field of notary. The growing number of disputes related to notarial acts and agreements emphasizes the need for effective mechanisms for their settlement. The article highlights the advantages of using mediation as an alternative way to resolve conflicts in notarial matters. The authors examine the main principles and stages of the mediation process, as well as analyze examples of successful application of this approach in the notarial practice of Ukraine and the member states of the European Union. In particular, the article examines the possibilities of settling disputes regarding inheritance, concluding agreements between the parties, as well as other issues that often arise in notarial activities. Highlighting the experience of implementing mediation in notarial practice helps readers understand the advantages of this approach and its potential in resolving conflicts in the notary.

Key words: mediation, mediator, jurisdiction, conflict, notarial actions, court.

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1. Introduction

The history of mediation dates back thousands of years and is reflected in various cultures and civilizations of the world. The concept of conflict resolution through the mediation of a neutral third party has been present in many aspects of society for a long time. Already in ancient times, people used mediators to resolve conflicts and disputes. In various cultures, this was reflected through tribunals of elders, government officials, or religious leaders who helped resolve disputes.

One example of early mediation is the ancient Greek tradition of «symposions», where public affairs were resolved in the form of discussions and dialogues between the parties during parties. This reflected a desire to reach agreement and resolve issues through an open exchange of views. In the Middle Ages, mediation was usually carried out through the mediation of church figures or government officials who tried to find compromises to resolve various kinds of disputes.

With the spread of modern law and the judicial system, mediation underwent a revolution in the 20th century, when it was recognized as an effective method of dispute resolution

in many countries around the world. This has led to the creation of specialized programs and training for mediators, the development of professional standards and the introduction of mediation into various areas of life, including family law, commercial disputes, criminal cases and many others.

2. The role and importance of mediation in the resolution of disputes in the notary of Ukraine: from traditional approaches to innovative solutions

Today, mediation is recognized as an important element of the legal system of many countries, which contributes to the effective resolution of conflicts, reducing the burden on the courts and increasing the satisfaction of the participants in the process with the decision they make themselves. One of the ways to implement the latest legal approaches was the widespread introduction of the institution of mediation in Ukrainian society. In 2021, the Law of Ukraine "On Mediation" entered into force. According to Art. 2 of this Law, mediation is an alternative (out-of-court) method of dispute resolution, by which two or more parties to a dispute try to reach an agreement within a structured process on their own, on a voluntary basis, to resolve their dispute with the help of a mediator (1).

The possibility of a notary to perform functions related to the main notarial functions (for example, conciliation (mediation), registration, consultation), corresponds to the modern need of notarial practice to increase the warning function of the notary as a body of undisputed jurisdiction. Mediation plays an important role in notary practice, especially when resolving disputes or conflict situations between parties. A notary can act as a mediator who helps the parties to find a mutually beneficial and peaceful solution to issues without litigation (1).

This approach has several advantages. First, it is an effective way to resolve conflicts without court intervention, which can save time and resources for all parties. Secondly, mediation contributes to the preservation of relations between the parties, as they themselves find a compromise and solution. A notary, acting as a mediator, can also help the parties understand the legal aspects of the situation and choose the most acceptable solution from the point of view of the law. Especially in the field of real estate, inheritance and contracts, where conflicts may arise due to differences in the interpretation of legal norms or the desire to gain an advantage, mediation can be an effective tool for reaching an agreement between the parties.

In general, it should be noted that mediation provides many advantages in the activity of a notary. As an example, it allows notaries to more fully fulfill their duties, providing the opportunity to resolve disputes through cooperation and dialogue, rather than through court procedures. This official can act as a neutral mediator in resolving disputes or conflicts between the parties, helping them find a compromise solution. This is especially useful because the notary has a high level of trust and authority, which contributes to the creation of an objective and fair environment for discussing the emerging problem.

In confirmation of the use of mediator functions by notaries during notarial acts, it is possible to cite as an example that this authorized person, unlike other legal professionals, must take into account all legal and socio-economic aspects of the case, the interests of all its participants and society without exception in general. A notary can help in formulating an agreement or documents that record the decision agreed upon by the parties. Explanation by the notary to the parties of the contract during its conclusion and signing of their rights and obligations that will arise after signing the contract, as well as clarification of the legal consequences that will occur to the parties to the contract after its signing, is a direct function of mediation. And the

fact of bilateral signing of the contract by the parties in the presence of a notary is a fact of resolving the legal conflict at the stage of pre-trial settlement. To confirm the use of mediator functions by notaries during the performance of notarial acts, an example can be given of the procedure for certification by a notary of a deed regarding the alienation of immovable property. Thus, when certifying a contract for the sale of an apartment between the parties to the contract, a question may arise regarding the release date of the apartment being sold, or a question regarding the procedure for the transfer of funds by the seller under this contract. There are many such examples. These are inheritance cases, property or alimony relations, distribution of marital property, and others (*Polishchuk M.Ya., 2018: 18*).

In this case, the notary acts as an independent third party (mediator) who helps the parties in resolving the conflict, explaining to them the rights and obligations granted to them by the legislation of Ukraine, as well as facilitating negotiations between the parties. In case of insufficient or untimely submission of documents for the performance of a notarial act, the notary has the right to stop the performance of this proceeding or refuse it.

On December 15, 2021, the Law of Ukraine dated November 16, 2021 No. 1875-IX "On Mediation" entered into force, which defines the legal principles and procedure for conducting mediation, the status of a mediator, requirements for his preparation and other actions. However, the legislation did not stop its reformation and was later supplemented by Article 16-1 of the Law of Ukraine «On Notaries», in which the procedure of mediation in notaries was initiated (1).

It was from the beginning of the entry into force of this law that Ukraine began to actively use the practice of the mediation procedure in the notarial sphere. Ukrainian legislation recognizes mediation in the notary as an effective means of resolving disputes. An important advantage of this approach is the possibility of drafting agreed decisions in the form of a notarial deed, which gives them legal force and recognition in judicial practice. Thanks to mediation in the notary office of Ukraine, the parties can avoid long and costly court processes, ensuring a quick and effective resolution of disputes. This approach helps to build trust between the participants in the conflict and preserve mutually beneficial relations.

The mediation procedure in the notary office in Ukraine corresponds to the general principles of mediation, but has its own peculiarities due to the participation of the notary as a mediator. The main stages of the mediation procedure in the notary of Ukraine include:

1. Start of mediation: The parties, who later turn to a notary to resolve the conflict, indicate their willingness to participate in the mediation process.

2. Mediation agreement: The notary concludes a mediation agreement with the parties, which defines the rules and conditions of the procedure.

3. Conducting sessions: the notary as a mediator facilitates communication between the parties, helps them express their views and interests, directing the process to find a compromise and resolve the conflict.

4. Reconciliation of the decision: If the parties have reached an agreement, the notary can formalize it in the form of a notarial act, which has legal force and recognition before the law.

5. Completion of the procedure: If the mediation did not lead to an agreement, the notary confirms this fact, and the parties can decide whether to continue searching for other ways of resolving the dispute, including the court.

Mediation in the notary office of Ukraine has its advantages, in particular, the possibility of drafting agreed decisions in the form of a notarial deed, which gives them legal force. This approach contributes to the quick and effective resolution of disputes, taking into account the requirements of Ukrainian legislation.

3. The potential of the mediation procedure to improve processes in the notarial business of the member states of the European Union

By conducting this research, it was found that mediation in the European Union also plays a rather important role in resolving disputes and conflicts at the interpersonal level between citizens. At the level of interstate relations, mediation is used to resolve conflicts between EU countries, promoting the search for peaceful and diplomatic ways to resolve disputes. This may concern trade disputes, security issues, human rights and other aspects of international relations. At the level of interpersonal relations, mediation in the EU facilitates the resolution of civil disputes, family conflicts, inheritance cases, as well as issues related to business and commerce. The European Commission and many EU member states actively support the development of mediation as a means of alternative dispute resolution.

It is worth noting that EU mediation has certain advantages, which include:

1. Speed and efficiency: Mediation can speed up the resolution of disputes compared to court procedures.
2. Economy: This procedure can be less expensive and less costly than a court process.
3. Privacy: The mediation process can be confidential, allowing the parties to freely discuss their positions, views and interests.
4. More flexible solutions: The mediator helps the parties find a mutually acceptable solution that better takes into account their needs and interests (*Mozhaikina O., 2017: 58*).

The best example of the analysis of the mediation procedure in the notary is resistance to the experience of the member states of the European Union.

The development of mediation in the European Union is due to scientific substantiation and adoption of legislation, support of programs and projects for training mediators and raising public awareness of the advantages of this method of conflict resolution. Examining these actions, one can come to the conclusion that mediation in the practice of the EU is extremely promising and acts as an effective way of resolving conflicts, as it promotes mutual understanding between the parties and helps them find solutions independently, taking into account their interests. In European countries, the use of mediation in notaries may vary, but this approach often contributes to a more flexible and quick resolution of issues between subjects (*Kravchuk M.B., 2021: 119–123*).

Studying mediation in the Latvian notary office, the following comparative conclusions can be drawn. Latvia's mediation process in a notarial case includes negotiation of contract terms, resolution of disputed issues regarding property or other legal relationships. This procedure is based on the active participation of the parties, who themselves seek a solution to the problem with the help of a mediator. As the research shows, notaries in Latvia can perform various functions, including concluding contracts, notarizing signatures, transferring ownership rights, etc., and mediation is used in addition to these services as a way to resolve conflicts, which should be taken into account in the mediation process of notaries in Ukraine.

Studying this direction of activity in the countries of the European Union, you can pay attention to these procedural actions in Bulgaria. Notaries in Bulgaria have the role of mediator in various situations related to real estate, inheritance, agreements between individuals and other legal matters where conflicts arise that can be resolved through mediation. This is an effective way to avoid litigation and resolve issues through discussion and reaching an agreement, which has the important function of satisfying both parties. As for the regulatory basis of this process, in Bulgaria mediation in the notary is regulated by several legislative acts, which are also relevant for Ukraine. For example:

Law on Mediation: This law defines the general principles and procedures of mediation in the country, including the rules of professional conduct of mediators, procedures for conducting this procedure and recognition of agreements concluded through mediation. The following is the Law on Notaries: This law establishes rules and requirements for the activities of notaries in Bulgaria. It contains provisions on the participation of notaries in mediation by this method, as a result of which these laws jointly create the basis for the introduction of mediation processes into the notarial practice of Bulgaria and determine the competence of notaries in this area. Details and specific provisions regarding mediation in notaries are defined in the relevant parts of these laws, which guarantee the quality of mediation services and also require notaries-mediators to have appropriate training and professional ethics. In addition, Bulgarian notaries can act as objective mediators in such processes, which contributes to the resolution of conflicts in a quick and settled manner (*Suprun H., 2019: 34–37*).

Analyzing the mediation process in the German notary, you can make a comparison from which follows: in Germany, notaries play an important role in the field of mediation, acting as neutral and professional mediators in the resolution of various legal conflicts. Notaries in Germany are highly regarded and usually specialize in a variety of matters, including real estate, inheritance, cohabitation agreements and other civil matters. One of the main advantages of using notaries in this country as mediators is their competence and knowledge of the law, which allows them to provide the parties with objective and professional support during the mediation process. In addition, these persons have the right to ensure the legality and legality of concluded agreements. The authors draw attention to the fact that mediation in a notary in Germany is regulated by legislation covering both notary and mediation. The main rules and regulations can be found in the following pieces of legislation: The Notary Act (BeurkG), which defines the functions, duties and powers of notaries in Germany. It may also contain information about the role of notaries in mediation procedures and their rights as mediators. The next legal act is the law on mediation (MediationsG). This law establishes general principles and requirements for conducting mediation in Germany. It may contain provisions on the role of notaries in mediation and their duties in this context. And the final one in this trio is the law on alternative dispute resolution (Gesetz über das Verfahren in Familiensachen und in den Angelegenheiten der freiwilligen Gerichtsbarkeit – FamFG), which provides procedures for alternative dispute resolution, which may include mediation, in family matters and cases voluntary jurisdiction of German law. In conclusion, we can add that the mediation procedure in the German notary helps to resolve disputes quickly and efficiently, reduces the burden on the courts and ensures the confidentiality of the agreement between the parties. It has common features with the mediation practice of Ukraine, because it is also based on the principles of voluntariness, confidentiality and self-regulation. This approach contributes to the preservation of relations between the parties and the resolution of conflicts without the intervention of judicial authorities (*Logvynenko M.I., Kordunyan I.V., 2022*).

4. Conclusions

On the basis of the conducted research, it can be said that mediation in the notary plays an important role in resolving conflicts and contributes to the achievement of agreed solutions between the parties. It is an effective tool for resolving disputed issues without the need for litigation. The notary, as a neutral and objective party, helps the participants find a compromise and reconcile their interests based on legislation and moral principles.

This approach ensures confidentiality, speed and efficiency in dispute resolution, which is an important aspect in today's world. Mediation allows you to save time and resources that are usually spent on lengthy court proceedings. In addition, it helps to maintain mutual understanding between the parties, which may be important in future relations.

Another advantage of notary mediation is that the decisions reached through this process can be legally binding, as the notary can formalize them in the form of a notarial deed. Of course, not all disputes can be resolved through mediation in the field of notarial proceedings, especially if one of the parties is not ready to compromise. From the authors' point of view, mediation in a notary is an effective tool for resolving disputes, which can ensure a quick, confidential and effective reconciliation of the interests of the parties.

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EDUCATIONAL POLICY OF UKRAINE REGARDING OPTIMIZATION OF HIGHER EDUCATIONAL INSTITUTIONS AT THE EXPENSE OF CREATION OF INNOVATIVE CENTRES OF HIGHER EDUCATION

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Summary

The article defines public-private-civil partnership as a principle of involving all interested parties in the process of management and reform of higher education at the local level; the reasons for optimization of higher educational institutions due to demographic and economic crises that worsened in 2022 as a result of the armed aggression on the territory of Ukraine, have been clarified; the options for optimizing higher educational institutions are proposed (a standard one – reorganization with the joining of a number of small branch institutions to a large university; collegial – creation of new institutions of higher education on contractual collegial conditions following the example of universities in Great Britain) as well as possible organizational and legal forms of their further functioning; the need to use quality performance indicators during decision-making related to the reorganization of the university is outlined; the criteria for the optimization of higher educational institutions, which are characterized by quantitative indicators (the contingent of the recipients of higher education and the number of residents of the territorial community where the educational institution is located) are theoretically analysed.

Key words: academic centre, economics of education, European integration, innovation centre of higher education, modernization, university, management of higher educational institution, management of higher education, educational management.

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1. Introduction

The relevance of the research lies in the fact that in the conditions of active reformation and gradual entry of the Ukrainian educational space into the European one, natural processes are taking place related to the improvement of various directions of management of the sector of higher education and its institutions. In general, the reformation of any industry is particularly painful, as it mostly does not find much support in the industry itself. The educational industry is no exception. However, we must state the need for organizational transformations in order to update the systems of public management of the industry and institutional administration of higher educational institutions. Currently, reforming the field of higher education, its management system and subjects of educational activity in Ukraine is a need aimed at solving the issued of personnel hunger and strengthening human potential, modernization of infrastructure, optimization of management processes, strengthening of internal institutional audit, search for the optimal financing model, bringing domestic standards in accordance with European ones, expanding the spectrum of educational services, reducing expenses related to the maintenance of educational institutions, improving the research base, etc.

The main task of the conducted research is a theoretical analysis of the reasons and criteria for the optimization of higher educational institutions in Ukraine for the purpose of creating innovative centres of education in large cities.

The object of the research is management of higher education.

The subject of the research is the optimization of higher educational institutions through the creation of academic centres.

Research methods. To achieve the set goal, general scientific and special scientific methods were used, in particular: abstraction, modelling, forecasting – to formulate and justify one's own author's position regarding the optimization of higher educational institutions and provide proposals regarding possible organizational and legal forms of functioning of subjects of educational activity after reorganization; expert assessment; logical-systemic analysis and synthesis – for description, analysis and generalization of reasons and criteria for optimization of higher educational institutions; methods of independent characteristics.

Research source base is represented by legislative acts, scientific articles, monographs, publications of state authorities, methodological recommendations and other publications of practitioners and leading scientists on the issue of management of education (V. Bobrytska, M. Vynnytskyi, L. Vorona, O. Zakharova, G. Krasilnikova, V. Kremin, N. Ladogubets, I. Lysokon, V. Lugovyi, O. Mozolev, L. Nevara, O. Orzhel, O. Sharov).

2. Reasons for optimizing higher education institutions

The main reason for the reduction in the number of higher educational institutions in Ukraine should be considered to be the reduction in the number of applicants for higher education. Since 2009, there has been a downward trend in the number of students in universities, so over the past 15 years, the number of applicants per higher educational institution has almost halved (*Ivynnytskyi, 2024*). It is worth noting that the reduction in the number of the graduates of higher education is related to the emigration of Ukrainian youth, which is caused by a number of socio-political processes:

- the accession of Ukraine to the Bologna Process since 2005 (*Bologna Process, 2020: 3*);
- internationalization of education, reflected in the Lowen Communiqué of 2009 (*Nevara, 2016: 142*);
- the annexation of the Autonomous Republic of Crimea and the beginning of the military conflict on the territory of Donetsk and Lugansk regions since 2014 (*Zakharova, 2020*);
- European integration of Ukraine since 2014 (*Resolution 874-VII, 2014*);
- creation of the National Agency for Quality Assurance of Higher Education, one of the key goals of which is "Promoting the integration of the system of higher education of Ukraine into the global educational and scientific space" (*NAQA, 2016*);
- Russia's military aggression on the territory of Ukraine from 2022 (*Mozolev, 2022*).

That is why the emigration of Ukrainian youth as the social and scientific potential of the state and the decrease in the number of students created conditions for the central bodies of executive power, in particular from the Cabinet of Ministers of Ukraine and the Ministry of Education and Science of Ukraine, to balance the number of educational institutions with the number of applicants. Unfortunately, the need to optimize the number of higher educational institutions is inextricably linked to the increase in the deficit in the state budget and the need to find ways to reduce expenses. In our opinion, the balancing of the network of universities across the country will allow to regulate the aspects of financing of the industry of higher education, the social order for certain professions and to correlate the market of educational services.

If we conduct a historical and pedagogical analysis of the creation of the existing network of higher educational institutions on the territory of Ukraine, then the vast majority were created in the 30s of the 20th century in order to solve the acute shortage of personnel in certain fields. For example, the Institute of Social Education (now Uman State Pedagogical University named after Pavel Tychna), Kyiv Polytechnic Institute of Leather Industry (now Kyiv National University of Technology and Design), Kryvyi Rih Institute of Professional Education (now Kryvyi Rih State Pedagogical University), Odesa Institute of Water Transport Engineers (now Odesa National Maritime University), Kharkiv Engineering and Economic Institute (now Kharkiv National Economic University named after Semen Kuznets), etc.

According to M. Vynnytskyi, the Soviet planned economy provided for the training of specialists according to the sectoral principle, since all state departments had a vertical management structure, and the activities of higher educational institutions were directed by various specialized ministries (Vynnytskyi, 2024). Therefore, at that time there was a process of preparing a student to work in a certain field and in any corner of the Soviet Union, which would satisfy the planned economy.

As of the end of 2021, 996 institutions were registered in the category "Institutions of higher education" of the Register of subjects of educational activity, which is a part of the Unified State Electronic Database on Education in Ukraine, of which 831 institutions mainly conducted educational activities and had a status of a university, and 165 institutions had a status of a scientific (educational and scientific) institute (Annual report NAZYAVO, 2022: 10). The share of higher educational institutions owned by the state is 59.6%, 6.6% is owned by communal property of territorial communities, and 33.8% is owned by the private sector of the economy (Annual report NAZYAVO, 2022: 11). It is Ukraine that has the largest number of higher educational institutions in Europe, since no country in the European Union has close to 1,000 higher educational institutions on its territory.

That is why there is a tendency in Ukraine that branch institutions of higher education mostly turn into classical ones, which provide training of broad-based specialists from various fields of knowledge. In the practice of large cities, we see that the functioning of two or more identical universities with similar educational services and resources is a problem. On the one hand, the problem is finding the right model for distribution of state appropriations related to the maintenance of the university, and on the other – competition, which very often leads to decrease in the quality of higher education and a struggle for the number of students. That is why, by reducing the number of higher educational institutions, there is an attempt to solve the issue of financing, the quality of higher education and to implement the ideas of creating academic centres.

In our opinion, in the theory and practice of management of education, the optimization of higher educational institutions, in particular through their unification, will make it possible to effectively use the educational infrastructure, optimize educational products and educational programs for the training of specialists, obtain new international connections and partner organizations abroad, expand range of scientific opportunities and create academic centres in large cities to support the intellectual potential of the regions and the country as a whole.

An equally important reason for the optimization of higher educational institutions in Ukraine is the imperfection of personnel policy. The situation with personnel potential in higher education is tense, as on the one hand Ukraine has more than 150,000 protected dissertations according to indicators, and on the other hand – emigration and imperfect legislation.

According to statistics, within the period from 1993 till 2018, more than 19,000 doctoral dissertations and more than 125,000 doctoral theses were defended in Ukraine (NAZYAVO

Annual Report, 2020: 53). Such a number of defended dissertations should reflect the full provision of higher education among professional personnel engaged in educational and scientific activities, and in fact there is a shortage of teaching personnel in the field of higher education. This shortage can be explained by economic instability, low wages, low prestige of work and social problems.

Very often, young scientists after defending their thesis emigrate abroad to continue scientific activities, leave the industry altogether in search of high salaries, or try to move to big cities to work in leading universities. The latter, as a desire to realize the scientific and teaching potential of the leading universities of large cities, only strengthens the position regarding the optimization of the number of higher educational institutions.

An active decrease in the number of young scientists in some institutions of higher education can only testify to the problem of personnel management, which does not support young scientists, but established scientific traditions and schools. We believe it is personnel issues at the local level that lead to the decrease in the number of young scientists in universities, which breaks the relationship between the educational institution and potential entrants. As a result, during the university entrance campaign, young people very often choose universities where many young teachers work as a place of study. We should note that in such conditions, the imperfection of personnel policy at the local level is an additional reason for the optimization of the educational institution.

At the same time, it cannot be overlooked that the main reason for the indignation of higher educational institutions is the fear of losing long-standing history, traditions and identity as an integral structural unit of the field of higher education. However, such concerns are faced by educational institutions that join larger and leading ones in the region, and scientific institutions feel such a problem less acutely. At this moment, the government of Ukraine has taken a number of decisions on the reorganization of educational institutions, for example, the Ukrainian Engineering and Pedagogical Academy was reorganized by joining Kharkiv National University named after V. N. Karazin (*Government Decree No. 113, 2024*), the Institute of Physical Optics named after O.G. Vlokh was affiliated to Lviv National University named after Ivan Franko (*Government Decree No. 114, 2024*), etc.

In our opinion, the main principles of the state educational policy and the principles of educational activity, which are guided by the authorities to make a decision on the reorganization of higher educational institutions, are inclusion in the international educational and scientific space, state and public administration, ensuring universal design, integration with the labour market, and the scientific nature of education, promoting the development of the quality of education and the quality of educational activities (*About education, 2017*). All outlined principles generally implement the approaches of liberalism as a socio-philosophical idea and educational practice. We agree with the statement that the peculiarity of liberalism in educational practice lies in the innovation and anticipatory nature of education, and therefore the role of horizontal connections of various educational institutions participating in the organization of the educational process and its implementation is growing (*Lysokon, 2022: 126*).

Taking into account the objective reasons and principles of functioning of the Ukrainian educational system, the Ministry of Education and Science of Ukraine, in the context of making unpopular but necessary decisions regarding the optimization of the number of higher educational institutions, proposed certain criteria, which we will consider further.

3. Optimization criteria of higher educational institutions

At the final meeting of the Union of Rectors of Ukrainian Higher Educational Institutions, held on February 12th, 2024, the Ministry of Education and Science of Ukraine presented indicative criteria that help to make a decision on reducing the number of higher educational institutions, namely quantitative indicators of territorial communities where universities and student contingents of a specific institution of higher education are located (*Meeting of the Association of Rectors, 2024*).

Table 1

We will conduct a theoretical analysis of the proposed indicative criteria:

Approximate criterion	Description	Author's view
Quantitative indicators of territorial communities where universities are located	In cities with a population of less than 100,000 people, where there is one university, it will be preserved as a city-forming university, if two or more institutions of higher education operate in the city, they will be united. In territorial communities with the population of 100,000–350,000 people, two institutions of higher education will operate in order to support competition and maximize coverage of the local population. In large cities, where more than 350 thousand people live, optimization of institutions is proposed according to the principle of three types: educational institutes, research universities and worldview academies.	It is quite natural to focus the number of higher educational institutions on the statistical and demographic indicators of the community where they are located. However, there are cities in which, due to objective reasons, the population has now sharply decreased, and the application of this criterion may lead to the decline of higher education in a single city, or the functioning of a city-forming institution of higher education in small cities will lead to its competition with private universals, which very often have a stronger material base and resource support.
Contingent of students of a specific institution of higher education	It is stipulated that state-owned institutions of higher education must have a contingent of students of at least 5,000 people, and the average number must be 10,000 students.	An important condition for the existence of a higher educational institution is its students and their number. However, there are universities that have high quality indicators and a slightly lower indicator than the one proposed. This problem is widespread in large cities of Ukraine. In addition to Dnipro, Kyiv, Lviv, Odesa and Kharkiv, since these cities are leading economic centres and have a population of more than 1 million people, the universities have high contingent indicators.

The theoretical analysis of the indicative criteria for the optimization of higher educational institutions showed, first of all, the consideration of quantitative indicators in the modernization of the network, which require an individual approach to determining the causes and

specifics of such indicators for each individual subject of educational activity. Unfortunately, there are no clear criteria and their rationale for the optimization of higher education institutions. Moreover, in addition to quantitative indicators, in our opinion, the indicative criteria for modernization of higher educational institutions in Ukraine should also include qualitative performance indicators, such as: feedback from employers on the quality of training of graduates, the implementation of scientific and social grants, the results of scientific activity, the development of material technical support, quality indicators of accreditation of educational programs, involvement of internal and external stakeholders in the educational and management process.

Stakeholders related to the educational process and management of a higher educational institution can include: parents, teachers, university graduates, entrants, mass media, investors, heads of educational institutions, local residents, scientists, non-governmental organizations, authorities of various levels, employers and students (*Bobrytska and etc, 2023: 109*).

The Ministry of Education and Science of Ukraine plans to optimize higher educational institutions in several stages. The first stage should take place in 2024 and involves the unification of branch pedagogical and humanities universities with classical, agrarian and food universities with technological profile universities, technical and construction universities with polytechnic branch educational institutions. The second stage envisages the creation of innovation centres on the basis of the united universities. According to the results of the optimization of state-owned higher educational institutions, it is planned to reduce their number to 100 institutions throughout Ukraine.

In future, in the context of the reform of Ukrainian universities, in particular optimization, an urgent issue of management of higher education is the implementation of European standards of higher education and their adaptation to realities, taking into account legislative support, scientific articles and didactic materials regarding standardization as a scientific and pedagogical issue (*Lysokon 2023: 161*). An important condition for the successful integration of Ukrainian higher education into the European educational space is the readiness to adapt to modern quality standards of education and educational management.

4. Conclusions

Complex geopolitical, social and economic conditions created the basis for accelerated optimization of higher educational institutions in Ukraine. The issue of reducing the number of Ukrainian universities and scientific institutions actively appears in public and scientific opinion from time to time. New challenges very often require the search for new management solutions that do not meet with support. Long-term organizational transformations and the desire of Ukrainian higher education to integrate into the European educational space only strengthen the position regarding the need to reform the higher education. However, such reforming should take place openly with the participation of stakeholders and in the interests of higher education.

It is indisputable that the sector of higher education needs systematic and transparent reform in the future, including a reduction in the number of higher educational institutions. In our opinion, the state educational policy regarding the optimization of higher educational institutions in Ukraine should take into account not only quantitative, but also qualitative indicators of activity and promote the development of the creation of innovative centres of higher education in large Ukrainian cities in order to accelerate European integration processes.

We consider public-private-civil partnership to be the optimal solution during the consolidation of higher educational institutions, as a principle of involving all interested parties

in the process of management and reform of higher education. During the unification of institutions of higher education, to offer them to higher collegial management bodies and external stakeholders, taking into account the specifics of Ukrainian legislation, to independently choose the further organizational and legal form. Therefore, we see 2 (two) possible scenarios for the development of higher educational institutions in terms of their optimization:

– in case of unification of higher educational institutions on partnership terms, it is possible to agree on the creation of an association, a state public joint-stock company, a collegial enterprise, a corporate enterprise, a corporation or an association. Bright examples of this form of collegial management are the universities of Great Britain – the University of Cambridge, the University of London, the University of Oxford and the University of Durham, which occupy leading positions in the world ranking of the best universities;

– consolidation of higher educational institutions by joining small ones to a large university, which, after reorganization, will be able to function in the structure of large institutions as a separate structural unit (branch), subsidiary, institute, educational and scientific institute, faculty.

The idea of optimizing higher educational institutions is interesting in terms of creating innovative centres of higher education in large cities. In our opinion, due to the unification of universities in large cities, it is possible to expand the range of educational programs for training of specialists at various levels of higher education, to create powerful industrial research centres and scientific schools, to strengthen the personnel potential of the region by reducing migration processes among young scientists. However, the optimization of state-owned institutions of higher education should increase attention to the activities of private institutions of higher education and in future carry out a comprehensive review of their functioning. Under such conditions, any subject of educational activity in the field of higher education of Ukraine will undergo a mandatory organizational transformation and will be ready to integrate into the European educational space.

Further research will be aimed at researching models of support for scientific activity in universities in foreign educational practice, finding optimal criteria and forms of optimization of higher educational institutions, substantiating the creation of innovative centres of higher education in order to strengthen the intellectual potential in Ukraine.

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PUBLIC SECTORS IN PARTNERSHIPS FOR INFRASTRUCTURE RENEWAL: CHALLENGES AND OPPORTUNITIES

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Summary

The author researched and analyzed the problems and possibilities of interaction between the state and public sectors in infrastructure restoration partnerships. Bureaucracy, financial constraints, insufficient interaction with the community and risks are identified as pressing issues that inhibit the effectiveness of infrastructure restoration. At the same time, consideration of the opportunities for interaction points to the significant benefits of innovative technologies, public-private partnerships, sustainability and social responsibility. The need for a comprehensive approach to overcoming problems and maximizing opportunities in the field of infrastructure restoration for the sustainable development of cities and regions is substantiated. Cooperation between the public and public sectors turns out to be an important factor for the successful development of infrastructure to solve the classic problems of bureaucracy and financial constraints. It is emphasized that the results of the study indicate that public involvement, effective risk management and the use of the latest technologies become the basis for creating a sustainable and efficient infrastructure that meets the modern requirements of society. This article serves as a practical overview and a challenge to develop strategies aimed at improving the interaction between sectors to achieve the common goals of sustainable development.

Key words: interaction of the public and public sectors, partnerships for infrastructure restoration, bureaucracy and decision-making efficiency, interaction with the community.

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1. Introduction

Formulation of the problem. The problem of interaction between the public and public sectors in infrastructure restoration partnerships is a high degree of bureaucracy and slow decision-making. Too complex and confusing decision-making processes can significantly slow down the speed and efficiency of the implementation of infrastructure projects, which, in turn, limits the development of cities and regions. The problem of bureaucracy and inefficiency in the management of infrastructure initiatives becomes an obstacle to the implementation of innovations, public-private partnerships and other strategies aimed at improving the quality of the urban environment and efficient use of resources. Solving this problem may be key to creating a sustainable and competitive infrastructure in modern cities.

Analysis of recent research and publications. Individual aspects of the problem of the role of interaction between the state and public sectors in infrastructure restoration partnerships: problems and their opportunities were studied by such scientists as: N. Deeva, V. Khmurova, D. Dubova, O. Zakharina, L. Symonenko, M. Saikevych, O. Markeeva, B. Rozvadovskiy, V. Koval, V. Kotlubai, A. Arafteniy and others.

The purpose of the article. The purpose of the article is to research and analyze the problems and opportunities of interaction between the public and public sectors in infrastructure rehabilitation partnerships.

2. Presentation of the main research material

Cooperation between the public and public sectors in the field of infrastructure restoration is a key element of sustainable development and improving the quality of life in modern cities. Modern challenges, such as the wear and tear of existing systems, the growing needs of the population and the requirements for sustainability and environmental safety, require complex solutions that combine the efforts of the state, the public and the private sector.

However, this process may present a number of problems, but also has great potential for solving numerous challenges.

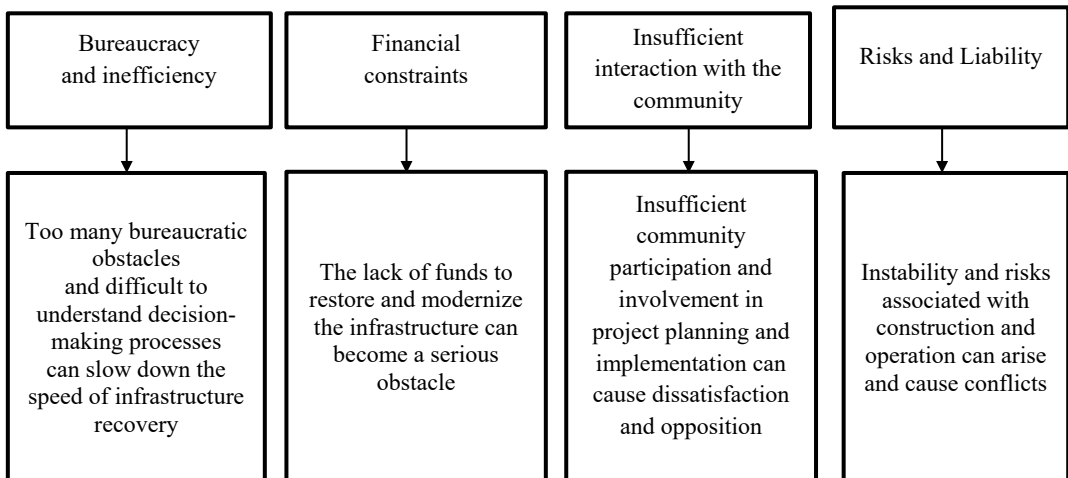


Fig. 1. Problems in infrastructure restoration, compiled and summarized by the author (Markieieva, Rozvadovskyi, 2021)

D. Dubova (*Dubova D., 2018*) argues that the problem of bureaucracy and inefficiency in the complex infrastructure recovery landscape is affected by a large number of bureaucratic obstacles and requires decision-making processes that are not always marked by clarity and efficiency. Not too clean apparatus of the bureaucracy and the complexity of the procedures can actually slow down and complicate the pace of restoration of infrastructure objects.

It is worth emphasizing the possibilities of solving this problem:

- electronic governance (e-governance): implementation of integrated electronic platforms for simplification and automation of administrative procedures and rapid information exchange;
- transparency of decision-making: development of a system of open data and public monitoring to ensure public access to information and influence on decision-making;
- innovative management methods: use of modern technologies and approaches to project management to optimize work processes and speed up task solving;

- public participation and feedback: organization of public consultations, forums and public discussions to involve the community and ensure participation in decision-making;
- optimization of bureaucratic procedures: audit and review of existing bureaucratic procedures to identify redundant stages and their further optimization;
- effective communication: establishment of effective communication mechanisms between different levels of management and departments, which allows quick response to changes and effective interaction (*Dubova D., 2018*).

Therefore, the implementation of such solutions will contribute to increasing transparency, efficiency and speed in solving bureaucratic difficulties during infrastructure restoration.

According to the scientists O. Markeev and B. Rozvadovskiy (*Markeev O. and Rozvadovskiy B., 2021*) the prospects for the restoration and modernization of infrastructure are becoming a serious obstacle in the way of sustainable development, caused by the lack of sufficient financial resources. Potentially tight finances can hamper efforts to maintain and improve key infrastructure such as roads, communications and energy systems.

There is usually a problem of financial limitation in the restoration of infrastructure, as the available budget is often insufficient to cover all the necessary costs. This can become a significant obstacle to the improvement of infrastructure such as roads, communications and other important facilities.

Possible solutions include involving the private sector through public-private partnerships, where private companies invest in projects alongside the public sector. It is also important to consider innovative financial models, for example, issuing green bonds to finance environmentally oriented projects. Obtaining investments from international financial organizations and banks is another possibility for providing financial support.

In addition, effective budget management, development of local financing through local taxes and fees, and increased financial literacy among the local population can contribute to the optimal use of financial resources. The creation of environmental funds, financed by the levy for negative impact on the environment, can support the implementation of projects with an ecological focus.

Such a comprehensive approach to financial constraints can ensure stable and diverse funding for infrastructure recovery and development.

It is necessary to consider the opinion of scientists N. Deev and V. Khmurov (*Deev N. and Khmurov V., 2018*) that the problem associated with insufficient interaction with the community arises when the population is not sufficiently involved in the process of planning and implementation of infrastructure projects. This can create resentment and opposition among citizens, as their needs and beliefs may be underestimated or ignored.

It is appropriate to note the possibilities of solving the problem of insufficient interaction with the community in the planning and implementation of projects:

- public consultations and meetings: organization of regular public consultations and meetings to present projects to the community, listen to their opinions, needs and questions;
- public working groups: creation of public working groups in which community representatives can actively participate in the planning and development of projects, provide recommendations and monitor their implementation;
- information transparency: ensuring openness and accessibility of information about projects to the public. This may include posting information on websites, sending news and updates through social media and the media;
- public discussions: holding public discussions on key aspects of projects, involving citizens in discussions and making important decisions;

- education and information campaign: conducting educational events and information campaigns for the community regarding the importance of their role in the processes of planning and implementation of projects;

- electronic tools of participation: the use of electronic platforms and interactive tools to collect feedback and opinions of citizens, which allows them to conveniently express their views online.

Therefore, these measures are aimed at actively involving the community in all stages of projects, ensuring a more democratic and understandable decision-making process.

It should be noted that the problem related to risks and responsibilities in the restoration of infrastructure is the possibility of instability and conflicts due to the risks associated with the construction and subsequent operation of the projects. This may include technical challenges, financial difficulties, and unforeseen environmental and societal impacts.

In order to address the risks and responsibilities in infrastructure restoration, it is important to take several steps. Before starting construction, it is necessary to conduct a deep analysis of possible risks, covering technical, financial and social vectors. This will allow identifying and taking into account possible contingencies at the early stages of the project.

In addition, the conclusion of transparent and detailed agreements between the public and public sectors is an important element. These agreements should clearly regulate the responsibilities of the various parties for all aspects of the project in order to avoid possible misunderstandings. The use of insurance policies and guarantees can help protect against financial losses arising from unforeseen circumstances. This will provide an additional level of protection of financial resources.

It is appropriate to emphasize that the involvement of independent experts and consultants to assess risks and provide recommendations will allow obtaining objective assessments and strategies for their management. The implementation of effective monitoring systems, which promptly detect risks and allow responding to them, will help prevent possible problems and preserve the stability of the project. Involvement of the public in monitoring and evaluating the impact of projects will help identify potential conflict situations and ensure support and legitimacy of the project among the local population (*Koval V., Kotlubai V., Arafteniy A., 2019*).

It is worth considering opportunities for interaction between the state and public sectors:

- innovation and technology: let's immerse ourselves in the world of advanced technologies, where the opportunities for improving the efficiency and sustainability of infrastructure are unlimited. Modern innovative solutions are becoming an important tool for our urban spaces to become not only technologically improved, but also adapted to modern requirements;

- public-private partnerships: let's form a real union, where the hand of the state and the private sector unite for joint financing and project management. Public-private partnerships open up new opportunities for innovation, creating effective strategies and ensuring sustainable development;

- sustainability and environmental sustainability: our course is the development of infrastructure, taking into account the most modern principles of sustainable development. Step by step, we are building the future, maintaining ecological balance and creating an environment that meets the needs of modern society;

- social responsibility: implementation of programs and initiatives aimed at improving the quality of life and social situation of the local population is our task. The way to success lies in the development of a socially responsible approach, where every step is aimed at the benefit of local communities (*Zakharina O., Symonenko I., Saikevich I., 2019*).

Therefore, considering the power of interaction between the state and public sectors in the context of infrastructure restoration, key areas of joint activity are highlighted. Innovations and technologies add a new dimension to the improvement of infrastructure, providing unlimited opportunities for its sustainable development.

Public-private partnerships act as a catalyst for joint financing and strategic project management, unlocking the potential for innovation and sustainable development. Sustainability and environmental sustainability are becoming the main principles governing the development of infrastructure, while maintaining ecological balance.

In addition, social responsibility embodied in programs and initiatives determines the success of infrastructure projects, giving them a deep social meaning and ensuring the improvement of the quality of life of the local population. Coordinated work of the state and public sectors in these directions determines the way to sustainable, innovative and socially responsible infrastructure development for future generations.

Hence, the interaction between public and public sectors in infrastructure rehabilitation partnerships solves a number of problems, such as bureaucracy and financial constraints, through the use of innovation, public-private partnerships, sustainable development and social responsibility. This approach contributes to the creation of sustainable, innovative and socially responsible infrastructure to improve the quality of life and development of modern urban spaces.

3. Conclusions

Having analyzed the above, we can come to the conclusion that this approach is key to the sustainable development of cities and regions. Challenges such as bureaucracy, financial constraints, lack of community engagement and risks require an integrated approach and effective solutions. Noting the opportunities provided by this interaction, it is important to emphasize innovative technologies, public-private partnerships, sustainability and social responsibility. The use of advanced technologies, joint financing and strategic management, sustainable development and social initiatives are the basis for creating an infrastructure that meets the needs of modern society and ensures its sustainable improvement.

Thus, this approach contributes to the solution of complex tasks and the implementation of projects aimed at sustainability, innovation and social progress. The interaction between the state and public sectors is a key element in the successful development of infrastructure, which contributes to sustainable economic growth and improving the quality of life of citizens.

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EDUCATIONAL AND PROFESSIONAL PROGRAMS FOR WAR VETERANS AND MEMBERS OF THEIR FAMILIES: ENSURING SUCCESSFUL INTEGRATION INTO UKRAINIAN SOCIETY

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Summary

The author researched and conducted an analysis that points to the critical importance of developing and implementing effective integration programs for veterans aimed at ensuring their successful transition to civilian life and active participation in society. Aspects including education, professional development, work opportunities, social integration, psychological support and assistance to families are clarified, systematized and analyzed as components of a large and interconnected system. It has been determined that an individualized and flexible approach is critical to the successful integration of veterans, taking into account their unique needs and experiences. It is noted that systemic solutions, especially the involvement of different sectors of society, are seen as successful and adaptive responses to the complex tasks and challenges faced by veterans. The research is substantiated, supporting the need for continuous improvement and adaptation of integration programs to the rapid changes in today's world. The relevance and necessity of developing and implementing comprehensive programs for veterans, which take into account their unique needs and promote full integration into society, are emphasized.

Key words: social interaction, veterans, professional development, psychological support, social integration, higher education.

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1. Introduction

The problem is particularly pressing because veterans make significant contributions to society during their service, but their needs and challenges after their service ends remain poorly addressed. Providing effective support to veterans becomes not only a moral and ethical responsibility, but also a strategically important step for the development of a strong and mutually supportive community. The challenge is to ensure a full and successful transition of veterans into civilian life, promoting their well-being and integration into society.

Analysis of recent research and publications. Individual aspects of the problem of the role of educational and professional programs for war veterans and their family members: ensuring successful integration into society in Ukraine were studied by such scientists as: A. Beykun, A. Klachko, Ya. Mytko, R. Pinchuk, O. Pysmenna, K. Spyska, M. Chorna and others.

The purpose of the article. The purpose of the article is to analyze and justify the need to create and implement effective programs and initiatives for veterans.

2. Presentation of the main research material

Educational and vocational programs for war veterans and their family members are extremely important in the context of ensuring their successful integration into society. War veterans often face various challenges when returning to civilian life, such as adapting to new conditions, finding work, and getting an appropriate education. Taking into account the current challenges and needs of war veterans, as well as with the aim of optimizing social protection and promoting their successful inclusion in civilian life, it is proposed to introduce changes to some legislative acts of Ukraine, especially to the Law of Ukraine “On the Status of War Veterans, Guarantees of Their Social Protection” dated 24 February 2022 No. 2153-IX.

It is worth considering the key aspects that can be included in such programs.

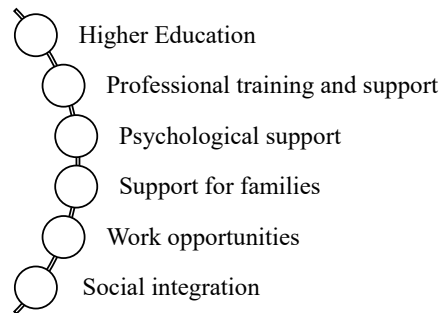


Fig. 1. Complex support programs for veterans: ensuring successful reintegration into society, compiled and summarized by the author

K. Spytka (*Spytka K., 2022*) notes that higher education for veterans is an important stage in their reintegration into civilian life. To ensure the successful completion of this stage, programs must take into account the characteristics of veterans and create conditions for their successful training and further development. It is appropriate to emphasize several key aspects of higher education programs for veterans:

1. Internships and grants:

- grant programs are aimed at providing financial support to veterans during their studies. This may include full or partial scholarships that cover tuition and related expenses;
- internships at universities give veterans the opportunity to familiarize themselves with the atmosphere of a higher education institution and understand which programs best meet their needs.

2. Support during admission:

- counseling and preparatory courses help veterans understand what specialties are available and how they match their interests and skills;
- personal curators help veterans in solving issues related to the admission process and provide individual support.

3. Higher education:

- the creation of specialized programs of higher education takes into account the military experience of veterans and makes it possible to use their unique skills in civilian life;
- providing opportunities for veterans to engage in scientific activities and participate in research projects increases their chances for a successful career in the chosen field.

4. Mentoring and consulting:

- mentoring programs create support mechanisms for veterans in education and professional development;
- career counselors help veterans determine their career goals and choose the best way to achieve them.

Therefore, considering these aspects, higher education programs for veterans become an integrated tool, contributing to their successful education and successful adaptation to civilian life. This approach allows veterans to maximize their potential and make a valuable contribution to modern society.

According to Y. Mytko (*Mytko Y., 2019*) professional training and support is a critical element of successful adaptation of veterans to civilian life and their integration into the labor market. These programs aim to provide veterans with the skills they need, as well as support at every stage of their professional development.

Table 1

Vocational training and support for veterans: key aspects and interventions

Aspects of programs	Retraining programs	Mentoring and consulting	Employment programs	Professional support at work	Career fairs and networking events
Description	learning new skills	assistance through mentors and consultants	internships, partnerships with employers	psychological support, group sessions	participation in events, working groups and associations
Goal	retraining and adaptation to the labor market	providing individual support and advice	providing employment opportunities	creating comfortable conditions at the workplace	expanding professional contacts and community
Activities	development of courses, adaptation to military experience	creation of mentoring and consulting programs	partnerships with companies, internships	psychological support, organization of group sessions	organization of fairs, creation of working groups and associations

Compiled and summarized based on source analysis (Mytko Ya., 2019)

Thus, vocational training and support programs not only help veterans acquire new skills, but also create a favorable environment for their successful integration into civilian life and the labor market. Providing these opportunities helps veterans maximize their potential in a new phase of life.

R. Pinchuk and O. Pysmenna (*Pinchuk R. and Pysmenna O., 2019*) define that psychological support for veterans is a system of services and initiatives aimed at ensuring the emotional and psychological well-being of individuals who have served in the military and are returning to civilian life. Veterans can receive personal counseling and therapy from professional psychologists, where they can freely express their emotions and receive support. Joint meetings of veterans, where they can discuss their experiences and find common ways to overcome

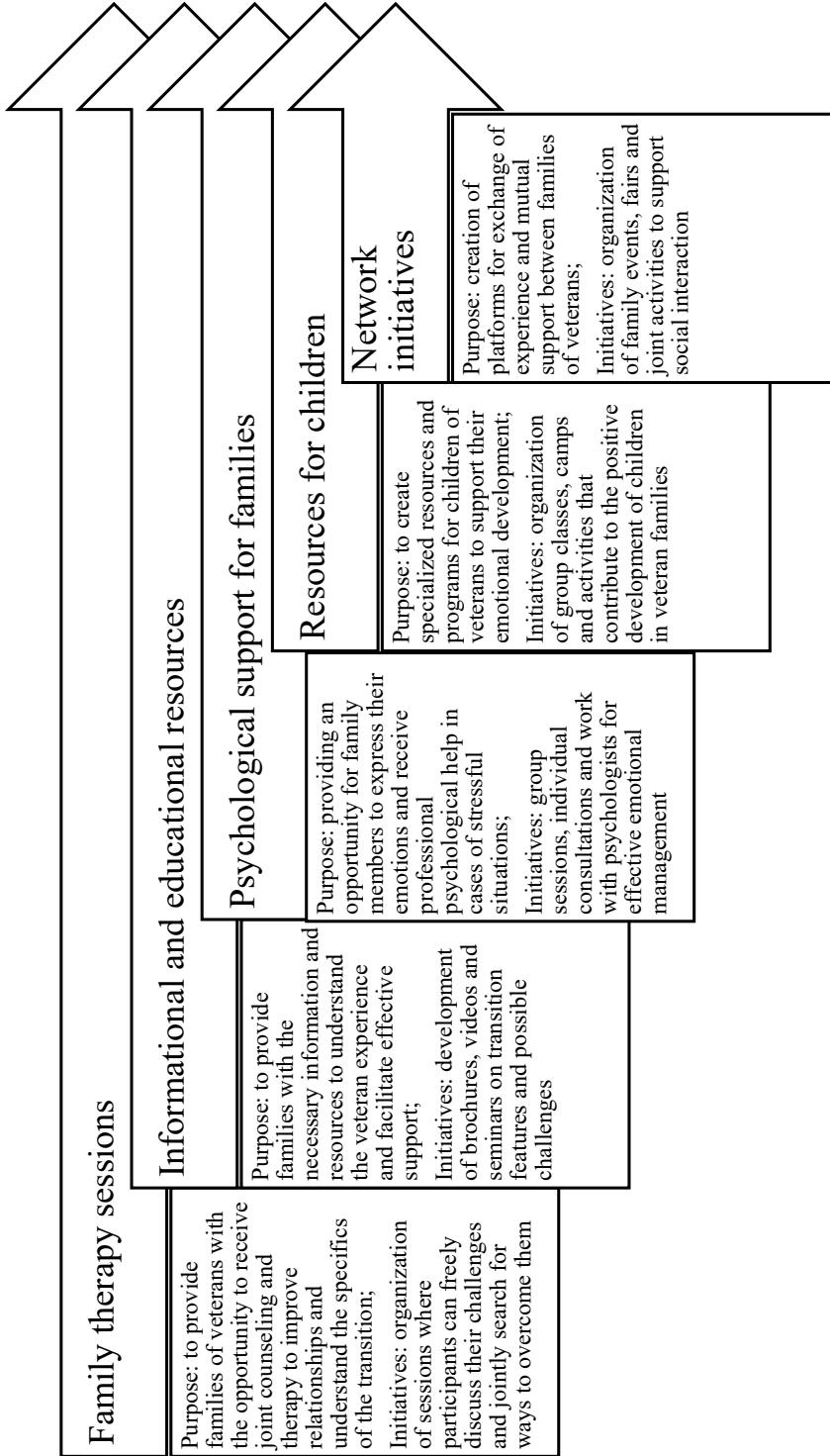


Fig. 2. Support of families of veterans: aspects and initiatives, compiled and summarized by the author

difficulties. Taking into account the psychological needs of not only veterans, but also their families, in order to provide mutual support and strengthen relationships. Provision of rapid psychological assistance in cases of crisis situations or stressful situations. Organization of events and trainings aimed at psychological education and teaching strategies for overcoming stress.

Therefore, this comprehensive approach helps veterans adapt to new conditions, understand and effectively manage their emotions, and also ensures their psychological resilience during the transition to civilian life.

It is worth noting that supporting veteran families plays a key role in ensuring the stability and well-being of these families during the transition from military service to civilian life (Fig. 2).

Therefore, M. Chorna (*Chorna M., 2019*) states and provides an overview of initiatives and services aimed at ensuring emotional stability and well-being of families affected by the veteran experience. These aspects of support become key factors in creating an enabling environment for a successful transition of veterans to civilian life. Taking into account the individual needs of veteran families, family therapy sessions provide an opportunity to work together to solve challenges and foster mutual understanding. Information and educational resources become a kind of beacon for families, providing access to the necessary information for effective support and adaptation. Psychological support for families plays an important role in maintaining the emotional well-being and resilience of veteran families. Children's resources and networking initiatives help create a fulfilling and supportive environment for children and the whole family.

Thus, given the diversity of initiatives, it can be emphasized that comprehensive support for veterans' families recognizes and takes into account their unique needs, contributing to their successful integration into civilian life and strengthening family ties.

It is appropriate to emphasize that an important step in the process of adapting veterans to civilian life is providing access to work opportunities and supporting their professional development. Details of some initiatives in this area should be considered:

- professional training and retraining: providing veterans with the opportunity to improve their skills and adapt to the demands of the labor market through courses and internships focused on their veteran experience;
- supporting the employment process: creating effective mechanisms to help veterans find and obtain jobs, including partnerships with businesses and organizing job fairs;
- psychological support at work: creating a favorable and supportive work environment for veterans, including providing psychological support at the workplace and organizing trainings for emotional well-being;
- expansion of the network of contacts: giving veterans the opportunity to expand the professional network through participation in career fairs, creation of professional associations and strengthening of personal business contacts;
- entrepreneurship support: promoting the entrepreneurial activities of veterans through financial support, consultations on business creation and cooperation with business incubators.

Consequently, these initiatives are building a complex support system aimed at the successful integration of veterans into the field of work and the development of their professional careers. It is important that employment opportunities for veterans take into account their unique skills and experiences, creating a comfortable environment for a stable and fulfilling life after service in the military.

It should be added that the social integration of veterans is a process aimed at ensuring their successful adaptation in civilian life after military service. This process includes several important aspects that help veterans feel part of society and enjoy a fulfilling life:

– *promoting social interaction*: creating conditions for veterans to take an active part in social events and interactions. This may include the organization of events, such as meetings of veterans, which promote their involvement in social life;

– *housing support*: ensuring veterans' access to stable and high-quality housing. This may include implementation of housing programs and support in obtaining housing loans;

– *medical and psychological care*: ensuring access to high-quality medical and psychological care to support physical and emotional health. This includes veterans clinics, psychotherapy and stress management programs;

– *training and development*: providing opportunities for training and professional development after service. This may include grants for education, support in choosing new career paths and development of skills for a civilian career;

– *social support for families*: providing support not only to the veterans themselves, but also to their families in the process of adaptation. This may include special programs for families, group sessions and resources to improve social interaction.

These initiatives are aimed at creating a comprehensive support system that takes into account the unique needs of veterans and helps them successfully integrate into civilian society. Social integration of veterans is an important stage in their lives, so that they feel like important parts of the community and enjoy all the benefits of a full life.

Therefore, systematic support of veterans and their families is an integral part of creating a strong and mutually supportive community. When considering aspects of education, professional development, work opportunities, social integration and family support, it is clear that it is important to provide veterans with a wide range of tools for a successful transition to civilian life.

3. Conclusions

Having analyzed the above, it can be concluded that the creation of effective programs and initiatives for veterans is important to ensure their successful transition to civilian life and integration into society. Aspects considered, such as education, professional development, work opportunities, social integration, psychological and family support, are integrated into a comprehensive system that takes into account the diverse needs and unique experiences of veterans. It is important to take into account the individual characteristics of each veteran and ensure flexible and individualized approaches to their support. Systemic solutions that involve collaboration between different sectors of society are recognized as successful and coordinated responses to the challenges faced by veterans.

Thus, by strengthening social interaction, emphasizing the development of professional skills, providing psychological and social support, as well as creating conditions for obtaining higher education, we help veterans feel like an important and integrated part of society after service. Continuous improvement and adaptation of programs is the key to successfully helping veterans in a changing world, and the shared responsibility of the community and the state creates stable foundations to support those who have given their best for us.

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A MODERN PERSPECTIVE ON UNDERSTANDING THE FORMS AND METHODS OF STATE CONTROL IN ECONOMIC ACTIVITIES

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Summary

This article explores the complexities surrounding the modern understanding of the forms and methods of state control in economic activities. It sheds light on the diversity of viewpoints within the scholarly community concerning the interpretation of "form" and "method" in legal terminology, which leads to varied definitions and understandings of how control is implemented through these concepts. The paper notes the presence of two traditional frameworks for distinguishing between forms and methods in scientific discourse, arguing that compiling a comprehensive catalog of forms or methods of control is unfeasible for large-scale systems, such as state oversight in economic matters. It underscores the challenge of delineating the variety of forms and methods of state control and calls for a focused examination of the interplay between these concepts in economic regulation by detailing their key attributes, interactions, and by highlighting the fundamental forms and methods necessary for effective control. The author introduces a novel perspective on the "form" and "method" categories of state control in economic activities, suggesting a fresh approach to organizing these methods.

Key words: state control, economic activities, forms, methods, approaches, the relationship between forms and methods in law, classification of state control methods.

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1. Introduction

The execution of control by the state, as a purposeful administrative action, takes place through specific forms and by employing particular methods. State control materializes in the real world through the application of methods, means, approaches, and techniques, encapsulated in forms, thereby embedding itself into the structure of societal relations. The selection's effectiveness, suitability, and logicity of forms and methods of state control are pivotal in fulfilling the goals and objectives established by the state, or society, especially within the economic realm.

The significance of investigating the forms and methods of state control has perennially garnered academic interest. Esteemed legal scholars, including A.F. Andrienko, A.M. Bandurka, D.N. Bakhray, Y.P. Bytyak, V.M. Garashchuk, S.V. Kivalov, V.K. Kolpakov, I.M. Korostashova, A.M. Muzychuk, V.V. Murza, A.A. Mukhataev, V.V. Novikov, T.A. Pozhar, M.K. Yakimchuk, and others have devoted extensive research to this topic. Despite thorough scholarly scrutiny, a consensus on the core nature and the interaction between supervisory forms and methods in state governance remains elusive within the realm of domestic legal scholarship, as does a unified classification of forms and methods for state supervisory activities in the economic domain, among other unresolved issues. This highlights the ongoing importance of addressing these concerns.

2. Exploring forms and methods in contemporary legal science

Delving into the nuances of forms and methods within the realm of legal reality prompts an immediate engagement with an animated debate across academic circles upon unveiling their definitions. The concept of "form" in legal studies is often interpreted as the outward expression of actions by a governmental entity or official, executed within their authorized capacity. This interpretation is exemplified by V.K. Kolpakov, who describes the form of state administration as "the outwardly expressed action – the intent of the executive-administrative body (official), enacted within the bounds of legality and its jurisdiction to fulfill a managerial objective" (*Kolpakov, 1999: 212*). Similarly, M.K. Yakimchuk echoes this definition, whereas A.M. Bandurka and K.L. Bugaychuk view the form of administrative-legal regulation as the outward manifestation of administrative activity under particular circumstances (*Bandurka et al., 2004: 185*).

A.F. Andriyko offers a more detailed perspective on legal forms, noting them as the external, consistent, and standardized expressions of the operational activities of state entities in establishing and executing management objectives and in sustaining their functionality (*Andriyko, 2004: 43*). Highlighting the aspects of consistency and standardization in legal forms seems particularly pertinent. However, the stance of V.V. Murza, which equates forms with methods by defining the forms of state control as approaches to executing control activities within the scope of the powers of state control bodies for achieving objectives efficiently (*Murza, 2013: 111*), is a point of contention.

The interpretation of the term "method" in legal studies varies widely among scholars. K.V. Andrievsky defines a "legal method" broadly as the legal means and ways through which the state influences social relations and the behavior of entities to shape desired forms, directions, and developmental trends (*Andrievskyi, 2013: 26*). V.K. Kolpakov addresses methods as techniques or approaches utilized in an activity. He argues that "methods of any activity are the approaches, techniques, and tools employed to accomplish the intended objective and constitute the essence of this activity. Therefore, the methods of state administration involve various techniques and tools for directed influence by administrative bodies and their officials on the awareness, will, and actions of the governed, embodying the substance of the administrative impact" (*Kolpakov, 1999: 180*). Diverging from this view, V.V. Hulko offers a unique perspective in his study on state financial control, proposing methods as a collection of prevailing theories, doctrines, concepts, techniques, methodologies, and understandings of social relations applied in assessing the legality, justification, and suitability of financial decisions and operations during the management and utilization of state and local financial resources (*Hulko, 2012: 57*), thus highlighting the intricate process of method formation in law.

In examining the scholarly discourse on the category "form," it becomes evident that there is a prevalent focus on its outward manifestation or expression, whereas "method" often refers to the means and procedures of such activities. This distinction aligns well with the etymological roots of the terms in question. The term "method" originates from the Greek "methodos", signifying a path of inquiry – a means to achieve an objective, resolve an issue, or a compilation of techniques and operations for the practical or theoretical understanding of reality. Conversely, "form" pertains to the external limits of an entity, shaping its appearance, mode of content existence, its internal configuration, organization, and outward manifestation" (*Busel, 2005: 1543*). Hence, it is understandable that within scientific discussions, methods are frequently linked to the intrinsic aspects of a phenomenon, while forms are associated with its outward characteristics.

However, this clear delineation between forms and methods, while logical and fitting, encounters several complexities when applied to the realm of state control. This often results in confusion, with the same actions and strategies being classified by some experts as a form and by others as a method. For example, audits can be identified as a method by certain scholars (Pryimak, 2016), and as a form by others (Usach, 2007).

The challenge in differentiating between "method of state control" and "form of state control" among administrative law experts is attributed to several factors. These include the evolving nature of control bodies' work, the objectives, tasks, and substance of control activities (Pozhar, 2007), the subjective perspectives of researchers who lean towards specific features in characterizing control activities as forms or methods (Shashenok, 2017), and the inherent inter-connection and inseparability of forms and methods as legal phenomena (Korostashova, 2006), among others. It is our view that these issues collectively contribute to the complexity surrounding the discussion of forms and methods within the context of state control.

The distinction between forms and methods of control transcends theoretical debate, extending into legislative frameworks. While direct and overt discrepancies within legislation have been addressed in recent years, the challenge remains unresolved to date. The Law of Ukraine "On the Basic Principles of State Financial Control in Ukraine," specifically Article 3, delineates that an "inspection is conducted by the state financial control body in the form of an audit. This involves both documentary and actual scrutiny of specific or individual aspects of the financial and economic operations of the entity being monitored. The objective is to uncover instances of legislative non-compliance, identify responsible officials and those with financial accountability. The findings from the audit are documented in a report" (*Pro osnovni zasady zdiisnennia derzhavnoho finansovoho kontroliu v Ukraini, 1993*). This understanding of an audit as a form, with inspection functioning as a method, is echoed in Section 2 of the Cabinet Ministers of Ukraine Resolution "On the Approval of the Procedure for Inspection by the State Audit Service, its Interregional Territorial Bodies" dated April 20, 2006, № 550: "An inspection entails the documentary and actual review of specific or individual facets of the financial and economic activities of the entity under control, performed through an audit aimed at detecting legal infractions and identifying culpable parties" (*Pro zatverdzhennia Poriadku provedennia inspektuvannia..., 2006*).

Furthermore, the Commission for the Regulation of Gambling and Lotteries has set forth the "Procedure for the Inspection of Gambling Equipment," which portrays inspection as a distinct "direction" or "type" of control activity, embodying both a method and a form of state oversight (*Pro zatverdzhennia Poriadku provedennia inspektuvannia hralnoho obladdannia, 2022*). In this vein, it is prudent to concur with V.M. Harashchuk's perspective: "every method must outwardly materialize in a certain form, and a form, conversely, can only take shape when imbued with relevant methods. A method cannot inherently stand alone, devoid of a specific form. Thus, these two concepts effectively represent two facets of the 'same coin'" (*Harashchuk, 2003: 163*). This articulation underscores the intertwined nature of forms and methods within the domain of state control, illustrating the ongoing complexity of categorizing control activities within legislative and practical contexts.

3. Exploring the dynamics between forms and methods of state control in economic activities

The examination of scholarly texts reveals a bifurcation among researchers studying the interplay between forms and methods of control, with opinions largely falling into two distinct groups. The first group emphasizes the importance of differentiating between forms and methods in state governance, often advocating for a comprehensive or inclusive catalog of control forms. For instance, V.V. Murza identifies several control forms, including inspection, auditing, revision, expertise, and monitoring (*Murza, 2013: 111*). Similarly, A.F. Andriyko enumerates inspections, audits, analysis of informational materials, and review of reports and messages as primary control forms (*Andriyko, 2004: 223*). I.K. Zalyubovskaya expands on these categories by adding expertise, coordination of controlled entities' activities, and handling complaints and applications as forms of executing state control (*Zaliubovska, 2003: 13*).

The primary critique of this perspective concerns the practicality of its application. Efforts to neatly segregate control forms within "extensive control systems" often result in certain forms being omitted or the list encompassing elements more closely related to control methods (techniques, approaches) rather than forms. Additionally, there is variation in how broadly scholars define forms. The category "inspection," for instance, is substantially more comprehensive than "auditing," "revision," and similar categories, as many control activities are executed in the guise of inspections. G.M. Osipovch's suggestion to consider inspection as the fundamental legal form of control, with other actions representing different levels of social-legal reality, is particularly noteworthy (*Ostapovych, 2006: 92*). However, we believe this assertion does not fully capture the essence. While inspection undoubtedly plays a pivotal role in the control framework, relegating a range of preventive or punitive measures, which fall within the purview of control entities, outside of its domain unduly limits the breadth of the state control toolkit.

An intriguing approach to the issue of defining forms and methods of state control is offered in the dissertation research by A.A. Mukhataev. The scholar delineates that the State Control and Revision Service's (SCRS) control activities are exclusively conducted through audits and inspections. Mukhataev also clarifies that other actions, such as "guaranteeing unobstructed entry to warehouses, storage spaces, production areas, and other premises for examination and inquiries pertinent to the audit or inspection; halting financial transactions in bank accounts and other financial institutions when the management of the entity under audit or inspection hinders the duties of the state control and audit service worker; among others, are considered methods of control." Due to legislative amendments at the time of the researcher's publication, a complete citation is not provided here, but can be found in (*Mukhataiev, 2005: 76–77*).

Furthermore, Mukhataev astutely differentiates between the forms of the SCRS's control actions (as the establishment of any fact concerning the situation at the entity being controlled) and the SCRS's operations per se (in terms of preparing and enacting regulatory acts, executing organizational and material-technical preparations prior to the direct control activities). This distinction effectively separates the "external" and "internal" aspects of the SCRS's operations as an institution (*Mukhataiev, 2005: 76*). We find Mukhataev's approach to be logical and reflective of the state control realities as practiced by the SCRS, even with the legislative modifications post-2005. This example highlights the practicality of adopting a "clear distinction approach between forms and methods" of state control within smaller systems. Given the SCRS's operations are well-defined and address a relatively narrow segment of the state's control functions, such a strategy is deemed wholly appropriate. Yet, when attempting to define control forms within broader systems, such as general state oversight or economic activity control, which encompass a vast array of state control interactions, numerous challenges arise.

Firstly, the extensive typological categorization of state control within the economic sector by its varieties implies a diversity of entities endowed with legislative powers. Within the governmental framework, these entities often operate independently, a factor that hinders the establishment of a cohesive understanding of what precisely defines a form and what constitutes a method of control across various domains of social relations. Secondly, the inherent dynamism within the realm of economic activities necessitates that state and legislative bodies seek out adaptable, targeted forms and methods of control that are optimally effective within specific sectors of economic regulation. Coupled with the previously mentioned challenges in academia regarding the differentiation between methods and forms of state control, these issues underscore the impracticality of aiming to compile a comprehensive catalog of control forms in large-scale systems. From our perspective, a more feasible approach to understanding the relationship between forms and methods involves focusing on identifying their key attributes and interactions, as well as elucidating the primary, indispensable forms and methods necessary for effective control activities.

The second, now-classic approach within the academic realm aligns closely with the objectives at hand. This perspective emphasizes the crucial distinctions between forms and methods without insisting on a rigid framework for separating state control activities. This approach offers several benefits, especially in the context of economic activities' oversight. A leading proponent of this view is the esteemed administrative law expert V.M. Harashchuk. Harashchuk points out that terms such as "audit," "inspection," "examination," and "search" might be categorized either as a form or a method of a controlling entity's operations, noting that they are not entirely synonymous. Additionally, he highlights the importance of distinguishing between actions of controlling bodies that are purely methodological. These methods include classic state management techniques, such as coercion and persuasion, both administrative and economic, as well as specialized control methods which are broader in scope (for instance, administrative fines or penalties; administrative cautions and orders to cease; suspension of technical equipment, specific items, etc.) (*Harashchuk, 2003: 164*).

V.M. Harashchuk further advises making a clear distinction between control methods as a series of actions for gathering and analyzing information about the state of the entity under scrutiny, and the methodological techniques employed in each particular instance of control. He clarifies that while there is no "abstract method" devoid of specific techniques, these methods are applied differently by various control bodies, across different fields, for diverse objectives, and occasionally utilizing different technical and other control tools (such as laboratory analysis, customs inspections using technical devices like scanners, service dogs, radar speed checks by the State Traffic Safety Inspectorate, undercover surveillance, test purchases of goods, etc.) (*Harashchuk, 2003: 165*). This nuanced approach acknowledges the complexity of state control activities and underscores the adaptability required to effectively navigate the diverse landscape of regulatory enforcement.

Echoing the insights of V.M. Harashchuk among others, some scholars suggest simplifying the terminological and conceptual complexity surrounding forms and methods of control by adopting the unified term "control methods." This term would encompass the entire spectrum of ways, forms, means, and techniques of control, solidifying this concept within legislative frameworks (refer to (*Korostashova, 2006*), (*Kohutych, 2018*), among others). We concur that, from a legislative drafting standpoint, this consolidation would be beneficial. The nuanced differentiation among forms, methods, ways, and means of control could then be explored within academic debates, enriching our understanding of control mechanisms without complicating legal application.

4. Conclusions

Drawing from the discussion, we propose defining the forms of state control in the economic sector as actions by authorized bodies that are outwardly manifested, organized, categorized, standardized, and enshrined in normative legal documents. These actions are designed to carry out methods, measures, approaches, and techniques of control and supervision as legally mandated. Methods, then, are a collection of measures, ways, and techniques for executing control and supervision activities within the economic sphere, each manifesting through specific forms of state control. Accordingly, we identify the primary methods in executing control and supervision activities as follows: 1) Methods for gathering and analyzing information to identify violations within the economic sector (such as inspections and monitoring); 2) Methods for halting violations, reinstating legal compliance, and preventing future infractions (including various impact measures like halting dividend payments or other capital distributions, restricting, suspending, or halting certain banking operations; removing non-compliant and hazardous products from circulation, among others); 3) Methods focused on holding the responsible parties accountable (determining the illegality of actions, enforcing sanctions as prescribed by law).

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HEALTH, ENVIRONMENT, DEVELOPMENT**THE NEED TO ADMINISTER ANTIBIOTIC THERAPY
FOR SEPTIC SHOCK DURING TRANSPORTATION TO THE EMERGENCY
DEPARTMENT FOR MORE THAN AN HOUR****Valentyna Chorna**

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Summary

The article compares different views on empirical antibiotic therapy during the first hour from the onset of suspected septic shock to the patient's transportation to the emergency department. The article is based on protocols and clinical guidelines from the Ministry of Health of Ukraine (MoH), Infectious Diseases Society of America (IDSA), and Society of Critical Care Medicine (SCCM).

The aim of the study is to determine the feasibility of antibiotic therapy for septic shock within the first hour of its onset based on studies by foreign authors, comparison of protocols and clinical guidelines from the Ministry of Health of Ukraine (MoH), Infectious Diseases Society of America (IDSA) and Society of Critical Care Medicine (SCCM). To determine the optimal antibiotic regimen to prevent patient death based on the recommendations of the Ministry of Health of Ukraine and the Society of Critical Care Medicine (SCCM).

Materials and methods. The following methods were used in the study: content analysis, comparative analysis and systematization of the research material. The study was conducted based on the study of clinical guidelines and protocols of the Ministry of Health of Ukraine (MoH), Infectious Diseases Society of America (IDSA) and Society of Criminal Care Medicine (SCCM), as well as publications of foreign authors. The search was conducted on the basis of PubMed and Google Scholar databases in 2017–2023.

Results. According to the results of many scientists from around the world Ferrer R. (2014), Liu V. (2017), Singer M. (2017), Sherwin R. and co-authors (2017), Bloos F. (2017), Johnston A. (2017), Whiles B. (2017), Kim R. (2018), Sung W. (2020), Rothrock S. (2020), Sankar J. (2021), Asner S. (2021), Al-Kader D. (2022) Bisarya R. (2022) found that each additional hour of delayed antibiotic administration from triage to drug administration leads to an 8% to 34% increase in mortality among patients with septic shock before drug administration. Patients with a suspected septic process should receive antibiotics as soon as possible after diagnosis, otherwise the chances of complications in the form of septic shock increase with each passing hour.

Conclusions. Antibiotic therapy for suspected sepsis or septic shock should be started as early as possible, but the recommendations of the IDSA and other studies should also be taken into account to reduce complications and deaths caused by septic shock.

Key words: sepsis, septic shock, empirical antibiotic therapy, emergency medical care, antibiotic therapy regimens.

1. Introduction

In today's conditions of peace, war and pandemic, septic shock is a fairly common problem. Due to the full-scale war in Ukraine, emergency medical teams are not always able to deliver a patient to an emergency department within 1 hour. According to the order of the Ministry of Health of Ukraine dated 05.06.2019 No. 1269 "On Approval and Implementation of Medical and Technological Documents for the Standardisation of Emergency Medical Care", a new clinical protocol "Emergency Medical Care: Pre-hospital stage" (*Chorna, 2023*), which provides for an approach to antibiotic therapy in case of suspected septic shock if it is possible to take blood samples for sterility in advance (biomaterial is taken up to 10 ml in adults and 0.1–4.0 ml in children) with an antibiogram, which is mandatory in septic conditions, and a bacteriological blood test by venipuncture. These recommendations coincide with the recommendations of the Society of Critical Care Medicine (SCCM), but the Infectious Diseases Society of America (IDSA) opposes this approach.

Septic shock is an emergency condition that is the most severe manifestation of sepsis, characterised by organ dysfunction, hypotension, changes in systemic haemodynamics and inadequate response to the pathogenic pathogen. This condition requires immediate treatment, hospitalisation, and infusion therapy, otherwise there is a high risk of death.

The main goals and principles of emergency care can be identified, which include the earliest possible start of antibiotic therapy with broad-spectrum drugs; determination of the source of infection and the relevant pathogen, its sensitivity to a particular drug. It is necessary to take into account the patient's anamnesis and take into account previous antibiotic use and their reaction to them, concomitant diseases, allergic reactions. Do not use drugs that may have been in the patient's prescription list for the last 30–60 days. It is necessary to carry out resuscitation measures, use drugs to maintain the body's acid-base state and water-electrolyte metabolism, prevent hypotension, hypoxia, and hypoperfusion. The control of vital signs and prevention of multiple organ dysfunction syndrome is carried out conservatively, and if necessary, promptly.

Treatment of septic shock should be initiated within the first hour of diagnosis of this emergency. Delaying antibiotic therapy increases the risk of complications for the body or death of the patient, so after diagnosis, a broad-spectrum antibiotic is prescribed until the appropriate pathogen is identified using the data of a laboratory test of blood for sterility with an antibiogram.

According to the Order of the Ministry of Health of Ukraine No. 1269 "On Approval and Implementation of Medical and Technological Documents for Standardisation of Emergency Medical Care" dated 05.06.2019, as well as the new clinical protocol "Emergency Medical Care: Pre-hospital Stage", it is recommended to consider empirical antibiotics in case of suspected septic shock if it is possible to obtain a culture of microorganisms in advance, and to perform a bacteriological blood test for sterility with an antibiogram. These recommendations coincide with the Society of Critical Care Medicine (SCCM) guidelines, which focus on identifying the pathogen and its sensitivity to antibiotics, and accordingly recommend that intravenous antimicrobial administration be started as soon as possible (within the first hour) after the pathogen is identified, both for septic shock and sepsis without shock, and that empirical broad-spectrum antimicrobials be discontinued. In addition, studies have shown that delaying antibiotic administration increases the number of deaths for each hourly delay after the onset of shock.

2. Materials and methods

The following methods were used in the study: content analysis, comparative analysis and systematisation of the research material. The study was conducted on the basis of the clinical guidelines and protocols of the Ministry of Health of Ukraine (MoH), Infectious Diseases Society of America (IDSA) and Society of Critical Care Medicine (SCCM), as well as publications by foreign authors. The search was conducted on the basis of PubMed and Google Scholar databases in 2017–2023.

3. Results

A retrospective analysis by of patients with sepsis and septic shock showed that delayed antibiotic administration was associated with an increase in in-hospital mortality with a linear increase in the risk of death for each hour of delayed antibiotic administration by 1.09% (*Liu, 2017*). Similar results were demonstrated in a cohort of emergency department patients. These recommendations are not supported by the Infectious Diseases Society of America (IDSA) and the following arguments are given (*Masur, 2018*):

1. About 40% of patients admitted to the intensive care unit with a diagnosis of sepsis do not have an infectious process.
2. Patients with suspected sepsis may have a viral infection. In this case, antibiotic therapy is not only ineffective, but also harmful.
3. The IDSA agrees that broad-spectrum antibiotics should be prescribed as soon as septic shock is suspected, but trying to meet the one-hour time limit may increase the frequency of antibiotic prescriptions for patients without an infectious process.

It should also be noted that the New Clinical Protocol "Emergency Medical Care: Pre-hospital Stage" states that empirical antibiotic therapy can be started if it is possible to take a bacteriological blood test for sterility with an antibiogram.

In the context of pre-hospital care by an emergency medical team, it is not always possible to choose the right antibiotic for empirical antibiotic therapy. According to the results of, there is a correlation between the start of antibiotic administration and the improvement of the patient's condition (*Singer, 2017*). Therefore, an hourly delay in taking the drug increased mortality by 7.5% with each subsequent hour. Schmidt G.A. (2023) in a prospective cohort study conducted in an inpatient setting found that empirical antibiotic therapy was incorrectly selected in 32% of patients. Mortality in these patients was significantly higher than in those who received appropriate antibiotics (34% vs. 18%) (*Schmidt, 2023*).

Sherwin R. and co-authors (2017), based on the analysis of data from studies on septic shock regarding early (up to 1 hour) administration of antibiotic therapy, determined that it is within this timeframe that there is a great need for antibiotic therapy to reduce the number of patient deaths. They recommend conducting laboratory tests for antibiotic susceptibility within the first 45 minutes of diagnosing an emergency, and then administering an etiotropic drug within the first hour of diagnosis. They noted that a delay of more than 3 hours significantly increased the number of patient deaths (*Sherwin, 2017*).

Evaluated patients Ferrer R. with septic shock who received antibiotics after diagnosis (*Ferrer, 2014*). The in-hospital mortality rate was 29.7%. According to the author, there was an increase in the number of fatalities due to delayed administration of antibiotics. Thus, if more than 1 hour had passed since the diagnosis, this significantly increased the proportion of mortality in people with septic shock. In addition, a linear dependence was noted, meaning that with each hourly delay, the number of deaths increased.

Described a randomised trial of patients with severe sepsis or septic shock, as well as those who underwent surgery with conventional Continuing Medical Education (62.0%) (*Bloos, 2017*). The mortality rate within 28 days was 35.1% in the experimental group (which included surgery) and 26.7% in the control group (which did not undergo surgery). Surgical intervention was not a risk factor for mortality, as this difference was present from the start of the study. The average time to start antibiotics was 1.5 hours in the experimental group and 2.0 hours in the control group. The risk of death increased by 2% per hour in the group that underwent surgery due to delayed administration of antibiotics and by 1% per hour in the control group that did not undergo surgery.

At the same time, concluded that it is not necessary to specify a certain time frame of up to 1 hour in case of suspected sepsis, as this can lead to negative consequences in those patients whose shock is not caused by sepsis, and therefore the administration of broad-spectrum antibiotics will cause multiorgan failure (*Kalil, IDSA 2017*). Therefore, many scientists are of the opinion that antibiotic therapy is appropriate in the case of an accurate diagnosis of an emergency and blood sampling for sterility with an antibiogram.

Whiles B. (2017) and co-authors conducted a retrospective analysis of patients with severe sepsis and an overall mortality rate of 12.8% (Whiles, 2017). Some patients (25.0%) developed a complication in the form of septic shock. The average time to administration of broad-spectrum antibiotics was 3.7 hours in those whose condition was deteriorating and 2.7 hours in those who were stable. It was determined that the time before administration of the drug was important in relation to the further recovery of patients. Each hour from the start of the diagnosis and delay in drug administration contributed to an 8% increase in rapid mortality.

In a systematic review by Al-Kader D and colleagues (2022), they determined the feasibility of administering antibiotics as soon as possible when diagnosing septic shock based on an analysis of articles for the period 2010–2021. They found that 66% of studies showed a correlation between the rapid use of broad-spectrum drugs and reduced mortality, but that accurate diagnosis of the emergency condition played a significant role. Delayed administration of drugs more than 6–12 hours after diagnosis increased mortality by 80%. At the same time, those who received drugs within 1 hour had a 33% lower risk of mortality. It was concluded that in two-thirds of the clinical trials, there was an association between the start of drug administration and mortality, but there was no clear line on the start of antibiotic therapy in relation to the time interval (Al-Kader, 2022).

Asner S. (2021) analyzed the studies and found that in 54% of cases, antibiotic therapy was appropriate, of which 83% of patients received etiotropic drugs, which increased treatment success and reduced mortality. In 68.6% of cases, a linear relationship was found between the start of antibiotic therapy and mortality reduction. Delayed administration of the drug within 1, 2, 3 or 6 hours increased mortality with each subsequent hour. There are no clear time limits for drug administration (Asner, 2021).

A study by Sankar and co-authors, (2021) among children with septic shock showed that 55% had a delayed start of antibiotic treatment and 45% had early treatment. The proportion of children in the first group is significantly higher in terms of the number of deaths (29%) compared to the second group (20%). The study concluded that delayed administration of the drug for more than 1 hour increases the number of deaths in children with septic shock (Sankar, 2021).

Interesting are the data from the study by on patients with septic shock and the time of antibiotic administration. Patients were divided into four groups depending on the time of the antibiotic administration (up to 1 hour (group 1), 1–2 hours (group 2), 2–3 hours (group 3), more than 3 hours (group 4)). The average time of drug administration was 2 hours and 29 minutes. It was determined that mortality in the second and fourth groups was significantly higher than in the first and third groups. It was concluded that rapid administration of antibiotics reduced mortality, but there was no hourly dependence (Sung, 2020).

Since the decision on when to start a broad-spectrum antibiotic is a relevant one and a group of researchers conducted a meta-analysis of two groups of patients: those who were administered the drug up to 1 hour after diagnosis of the condition, and 1 to 3 hours in the second group. They found that there was no association between the start of drug administration and mortality in these two groups, but the authors emphasize that it is better to prescribe drugs as early as possible and start using them to avoid fatalities (Rothrock, 2020).

In the study by (Johnston, 2017), using a meta-analysis on the importance of immediate (within 1 hour) or delayed (more than 1 hour) administration of an antibiotic, it was found that mortality in the first group was reduced by 33%, respectively. Therefore, the authors are in favour of immediate initiation of antibiotic therapy to reduce patient deaths.

A retrospective analysis of patients with septic shock in the period from 2007–2020 by Bisarya, (2022) shows that 88% of patients received antibiotic therapy within 5 hours of diagnosis. Each hour delayed before the drug was administered increased the severity of the patient's condition by 4% for each subsequent hour. Therefore, it was concluded that patients with suspected septicemia should receive antibiotics as soon as possible after diagnosis, otherwise the chances of complications in the form of septic shock increase with each passing hour (Bisarya, 2022).

Data from Kim, (2018) showed that patients with sepsis and septic shock, in whom the time from the beginning of diagnosis to the administration of broad-spectrum drugs was minimal, had a decrease in mortality. It was found that mortality increased by 22% for each subsequent hour of delayed antibiotic administration from triage to drug administration and by 15% from triage to drug administration. Therefore, it was concluded that in both cases, the number of deaths increased, and therefore there is a need to start prescribing and administering drugs as soon as possible (Kim, 2018).

4. Conclusions

Based on the data obtained from the literature review, it can be concluded that empirical antibiotic therapy for suspected sepsis or septic shock should be started as early as possible, but recommendations from the IDSA and other studies should also be taken into account to reduce complications and deaths caused by septic shock. And also to specify the relevant points of the New Clinical Protocol "Emergency medical care: pre-hospital stage".

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THE IMPACT OF INTRAUTERINE INFECTION WITH CYTOMEGALOVIRUS ON THE FORMATION OF PLACENTAL PATHOLOGY AND PREMATURE TERMINATION OF PREGNANCY

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Summary

Intrauterine infection occurs as a result of transplacental, amniotic, ascending or descending infection. The spectrum of pathogens is diverse: bacteria, viruses, fungi, protozoa, mycoplasmas, chlamydia, and combinations of pathogens. When an infection enters the body of a pregnant woman, pathological changes in the fetus and amniotic fluid structures can have varying degrees of severity, from local to generalized. Cytomegalovirus infection is a widespread infection in the human population and affects 50 to 100% of the adult population. The infection leads to miscarriage, severe complications during pregnancy, birth of severely premature babies, birth of children with congenital malformations and pathology of internal organs, autism, further lag in physical and mental development, and disability of children. Timely prevention of CMV infection before and during pregnancy, compliance with hygiene standards, knowledge of a healthy lifestyle, culture of sexual relations, contraceptive methods and methods of prevention of sexually transmitted infections, rules of care for children with disabilities and the elderly, identification and formation of risk groups among pregnant women for primary infection or relapse of a chronic process, timely laboratory diagnosis of the activity of the infectious process and specific treatment

Key words: pregnancy, cytomegalovirus, miscarriage, placenta, infection.

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1. Introduction

Intrauterine infection is a fetal disease with pronounced clinical manifestations, the diagnosis of which is based on the detection of a particular pathogen in the blood, cerebrospinal fluid, and urine. The spectrum of pathogens of intrauterine infection is diverse: bacteria, viruses, fungi, protozoa, mycoplasma, chlamydia, and combinations of pathogens (*Tkachenko Yu.H., 2012*). Any infectious disease that occurs during pregnancy deserves special attention because it poses a threat not only to the pregnant woman but also to the fetus. Immunodeficiency in a pregnant woman contributes to the activation of infection and the entry of the pathogen into the amniotic fluid, placenta, and fetus. Infection of a pregnant woman has a negative impact on the development of pregnancy and the fetus: the formation of placental dysfunction, miscarriage,

non-developing pregnancy, fetal retardation, fetal anomalies, antenatal fetal death, stillbirth, severe newborn diseases, and disability of children. However, the presence of an infection in a pregnant woman is a risk factor for unfavorable pregnancy and its termination, but does not always indicate fetal infection (2% to 12% of fetal infections occur) (*Shcherbyna, M.O., 2016*).

2. Risk factors and primary changes

The risk factors for intrauterine infection include: chronic foci of infection; primary infection during pregnancy, activation of infection; decreased general and local immunity; slightly increased permeability of the placental barrier in the second and third trimester of pregnancy; complicated obstetric and gynecological history; bad habits; low social and domestic status; occupational hazards. The ways of infection are: hematogenous, ascending, descending, transmural (spread from the uterine wall to the decidual membrane), contact (during passage through the birth canal).

When the infection first enters a pregnant woman's body, pathological changes in the fetus and amniotic fluid may be of varying severity, localized or generalized. The degree of fetal damage depends on the intensity of virus replication, gestational age, and virus aggressiveness. In case of secondary infection, a seropositive woman has antiviral antibodies in her body, so the intensity of viral replication and the degree of viremia decreases, and the risk of transmission to the fetus decreases. The peculiarities of pregnancy in case of intrauterine infection of the fetus, depending on the gestational age, are:

- 1–3 weeks of gestation – blastopathy – contact with an infectious agent results in impaired development of the fetal egg (spontaneous miscarriage), death of the embryo (unviable pregnancy);

- 4–12 weeks of gestation – blastopathy – an infectious pathogen penetrates the chorion, causing impaired organ and system formation, which leads to teratogenic and embryotoxic effects – the formation of systemic fetal pathology, developmental defects at the organ and cellular level, spontaneous miscarriage;

- from 16 to 26 weeks of gestation – early fetopathy – the development of a generalized inflammatory reaction with a predominance of alternative and exudative components with the transition to fibro-sclerotic deformation of organs (endocardial fibroelastosis, polycystic lung disease, micro- and hydrocephalus), spontaneous late miscarriage, premature birth;

- from 26 weeks of gestation – late fetopathy – the development of a manifest inflammatory reaction with damage to various organs and systems (hepatitis, encephalitis, pneumonia, interstitial neuritis, thrombocytopenia).

Cytomegalovirus infection is a widespread infection in the human population. Depending on the geographical characteristics of the region, socioeconomic, ethnic and age factors, 50 to 100% of the adult population is infected with cytomegalovirus. The causative agent of cytomegalovirus infection is Cytomegalovirus hominis, a DNA-containing virus that belongs to the family Herpesviridae (human herpesvirus 5), subfamily Betaherpesvirinae (*Znamenska T.K., 2012*). All strains of the virus are etiologically significant for humans. Several strains of cytomegalovirus can be isolated from one person. The virus has the ability to form characteristic large cells in infected tissues that look like an owl's eye. Cytomegalovirus is prone to long latent persistence in the human body, being released into the environment for a long time. With the development of immunosuppressive conditions (pregnancy, AIDS, corticosteroid therapy,

cytostatics), the latent form of cytomegalovirus infection can become clinically evident. When the virus reactivates, it replicates and is massively excreted through saliva, urine, breast milk, semen, and cervical mucus, posing a threat of infection to others.

The following echographic signs may indicate the presence of intrauterine infection in the first trimester of pregnancy: increased local uterine tone, chorionic detachment, deformation of the ovum, progression of isthmic-cervical insufficiency, chorionic hypoplasia, enlargement and persistence of the yolk sac, and discrepancy between the size of the embryo and the size of the ovum cavity. Echography findings in the second and third trimesters of pregnancy indicating the development of fetal infection are as follows: placental dysfunction; fetal retardation, fetal distress; high or low water; increase or decrease in placental thickness, presence of pathological inclusions; contrasting of the basal membrane; calcifications in the liver, spleen, fetal brain; polycystic kidney disease, fetal lungs; fibrous inclusions on the papillary muscles and valves of the fetal heart; dilated intestinal loops; presence of inclusions in the amniotic fluid (Tian, C., 2010; Pylypchuk, I.S., 2021). Signs of an infectious process are also confirmed by the results of a morphological examination of the afterbirth, which is characterized by specific changes according to the pathogen.

Cytomegalovirus infection is characterized by the hematogenous (transplacental) route of fetal infection. In this case, the virus, penetrating the placental barrier, enters the fetal bloodstream through the interstitial space with subsequent dissemination in its organs and systems. It is also possible to develop the syndrome of "infected amniotic fluid", when the virus reaches the amniotic membranes with the bloodstream, adsorbs to them and infects the amniotic fluid. When the placenta is infected with cytomegalovirus, morphologically, the following is observed: focal or diffuse villitis; necrosis of villi and their polymorphic infiltration and/or sclerosis; damage to the stroma of villi; hemosiderin grains; blood clots in the vessels; lymphocytic and plasma cell infiltration, especially near the vessels. Inclusions characteristic of cytomegaly are less common, usually found in endothelial cells, sometimes in the trophoblast of villi. The result of the damaging effect of the virus is a violation of the placental circulation against the background of thrombosis and vasculitis, cell necrosis and immunological reactions with the formation of circulating immune complexes. In the genesis of placental dysfunction, one of the main roles is played by changes in the morphological and functional state of cell membranes due to activation of lipid peroxidation processes. A high risk of developing chronic placental dysfunction in cytomegalovirus infection is a pronounced suppression of energy metabolism enzymes with the development of histotoxic hypoxia. At the same time, under conditions of hypoxia, the reproductive activity of almost all viruses increases in the fetal tissues, so not only viruses that enter the mother's body during acute viral diseases, but also those that persist in it pose a danger. Long-term persistence of cytomegalovirus or frequent reactivation of this infection negatively affects the condition of the placenta, fetal growth and development, leading to placental dysfunction and fetal delay. The gestational age is an important factor in the prognosis. Pregnancy with cytomegalovirus infection is usually complicated. It has been established that the earlier the infection of the embryo or fetus occurs, the more severe the consequences are: non-developing pregnancy; spontaneous miscarriage; miscarriage; intrauterine infection; primary and secondary placental dysfunction; fetal abnormalities; fetal growth retardation syndrome; fetal distress; stillbirth; preterm labor; threat of premature birth; premature detachment of a normally located placenta. The degree of fetal damage does not always correspond to the severity of the mother's disease. Severe fetal damage is observed in cases of mild or non-infectious maternal disease, and even in cases of latent carriage. Women with latent infection can give birth to a child with no visible lesions, or with the development of mononucleosis-like syndrome, as well as with latent cytomegalovirus syndrome.

In recent years, the world has seen not only an increase in the incidence of cytomegalovirus infection, but also a more severe clinical course and an increase in mortality rates. Cytomegalia (or cytomegalovirus (CMV) infection) is a widespread infection on the Earth, which belongs to infectious processes with unique features of interaction at the level of "virus-infected cell" and "virus-immune system". In different countries, the incidence of cytomegalovirus infection ranges from 45 to 98% (economically developed countries – about 60% of the Caucasian population are seropositive since childhood, countries with low economic development – about 90–98%). Congenital cytomegalia, which is formed as a result of intrauterine transmission of the virus (up to 1–1.5% of fetal infection), is particularly dangerous.

The greatest risk of intrauterine infection and development of severe clinical forms of CMV is primary infection in a pregnant woman (the probability of fetal infection is 40–50%). The risk of infection is high in seronegative women (who lack IgG to CMV) involved in the care of sick children, the elderly and immunocompromised. The incidence of clinically manifested congenital CMV infection is 0.2% among children born to socially and economically advantaged mothers, and up to 2.2% among children born to mothers with low socioeconomic status. The risk of infection of a child during breastfeeding by a mother with primary CMV infection is 30–70%. After primary infection, the virus persists for years. Decreased immunity during pregnancy can lead to activation of latent infection.

In case of reactivation of latent CMV infection, the risk of fetal infection is much lower (from 0.15% to 1%). The epithelial cells of the mucous membranes are the entry gate of infection. The primary reproduction of the virus occurs in leukocytes and mononuclear phagocytes. The virus has the ability to remain latently in the human body for a long time (*Trubina L.M., 1999; Pylypchuk, I.S., 2021; Rudenko A.O., 2002*). With the development of conditions that lead to a decrease in immunity (HIV infection, corticosteroids and cytostatics), CMV infection can progress from latent to clinically manifested forms. The virus is transmitted from person to person with all secretions (saliva, urine, blood, tears, cervical mucus); the ways of infection are airborne, contact, sexual, and mother-to-child. In the case of prenatal infection, the virus is transmitted from mother to fetus via transplacental transmission (the risk increases at the end of pregnancy), in the case of intrapartum infection – by contact with the fetal mucous membranes, and after birth – during breastfeeding. The source of infection for a pregnant woman is younger children with whom she comes into contact in the family; her sexual partners; during the performance of professional duties, visits to health care facilities; and during hemotransfusion. Among congenital infections, CMV is the most common cause of developmental defects and one of the main causes of mental retardation in the context of sensorineural deafness. Factors that increase the frequency of intrauterine infection with cytomegalovirus include: significant genetic variability of virus strains; high prevalence of CMV infection in a certain category; predominance of subclinical forms; variety of mechanisms and routes of infection; immaturity of the fetal and newborn immune system; decreased functional activity of cellular immunity mechanisms, which can reactivate latent and persistent CMV infection. Placental dysfunction and pathological conditions of the placenta lead to a breach of the placental barrier and fetal infection. In intrapartum infection, the virus enters the fetus through aspiration or ingestion of amniotic fluid, contact with infected maternal birth canal secretions. Antenatal infection can lead to miscarriage, severe fetal damage, and asymptomatic latent carriage of the infection.

3. Clinical manifestations and prognosis

Clinical manifestations in the mother during pregnancy with primary infection are non-specific. Most women infected with CMV during pregnancy have no clinical symptoms of the disease, and only a few manifest it as an influenza-like or mononucleosis-like syndrome (lymphadenopathy, hepatosplenomegaly). In the vast majority of cases, congenital CMV infection is asymptomatic or asymptomatic. In the setting of immunodeficiency of various etiologies (HIV infection, drug immunosuppression), disseminated forms of CMV can develop in combination with interstitial pneumonia, vasculitis, lesions of the liver, gastrointestinal tract (specific esophagitis, duodenitis, enterocolitis with ulcerative necrotic damage), central nervous system (encephalopathy, encephalitis), and kidneys, varying in severity.

Signs of intrauterine CMV infection can occur both during the newborn period (developmental defects, mental retardation, neonatal disease) and several years later (delayed neuropsychological development, progressive deafness, optic nerve atrophy). Clinical manifestations depend on the gestational age at which the infection occurred: at the stage of blastogenesis (0–14 days), embryo death or the formation of systemic pathology similar to genetic diseases is possible; during embryogenesis (15–75 days), miscarriage, congenital malformations such as microcephaly (53% of children with CMV symptoms), microphthalmia, hydrocephalus can occur (Tian, C., 2010). The most typical clinical manifestations of CMV infection are low birth weight (LBW – 50%, prematurity – 34%), jaundice (67%), hepatosplenomegaly (60%), hepatitis, neurological disorders (encephalitis, seizures, CNS depression – 7–19%), chorioretinitis (14%), hemorrhagic rash (13%), petechiae or purpura (in the form of "blueberry pie"). Laboratory tests reveal thrombocytopenia and anemia. Computed tomography shows calcifications in the brain of 70% of children with CMV symptoms. Long-term consequences of intrauterine CMV infection (from 1 to 58%) develop in children with both clinically manifest and latent forms of infection: sensorineural deafness, epilepsy, cerebral palsy, chorioretinitis, optic atrophy, delayed motor and mental development, delayed speech development, and autism. Intra- or postnatal infection of full-term infants usually leads to latent infection. The incubation period of the disease is 2–4 weeks or more. The most common forms are jaundice, hepatomegaly and splenomegaly, thrombocytopenic purpura and hemorrhagic syndrome. Lymphadenopathy, interstitial pneumonia (respiratory distress, tachypnea, cough, apnea), CNS lesions (encephalitis), chorioretinitis, and sometimes kidney and gastrointestinal tract lesions are often observed (Hospodarskyi I.Ia., 2006). A complete blood count reveals anemia, leukocytosis or leukopenia, neutropenia, eosinophilia, thrombocytopenia; biochemical tests reveal elevated transaminases, hyperbilirubinemia, and coagulation abnormalities. The course of CMV infection in preterm infants is particularly severe (Pylypchuk, I.S., 2021). One of the ways of infection of preterm infants born to seronegative mothers can be nosocomial – as a result of hemotransfusion or (rarely) due to violation of sanitary and hygienic standards.

The prognosis depends on the duration of the infection, the gestational age of the child, the form and course of the disease. Mortality in severe manifestations of CMV infection is 30%. In the acute course of congenital CMV infection with severe organ damage, 90–95% of surviving children have severe consequences. In the latent course of the disease, disability is possible due to damage to the central nervous system, eyesight and hearing. Among the long-term consequences of CMV infection are the following: deafness – in 58% of children with symptomatic disease and in 7% – with asymptomatic disease; delayed neuropsychological development (40–50% – in symptomatic form, 4% – in asymptomatic form); seizures (23% and 1%, respectively); paresis or paralysis (12% vs. 0%); chorioretinitis (20% and 2%, respectively); dental damage (27% and 4%, respectively) (Rudenko A.O., 2021; Pylypchuk, I.S., 2021).

4. Conclusions

The number of infected women is steadily increasing every year, which leads to significant difficulties in carrying a pregnancy, severe complications during pregnancy, the birth of severely premature babies, the birth of children with congenital malformations and pathologies of internal organs, physical and mental retardation, complications after birth, and even disability of children. Timely prevention of CMV infection before and during pregnancy: adherence to hygiene standards, knowledge about healthy lifestyles, sexual relations culture, contraceptive methods and methods of preventing sexually transmitted infections, rules for caring for disabled children and the elderly, identification and formation of risk groups among pregnant women for primary infection or relapse of a chronic process, timely laboratory diagnosis of the activity of the infectious process and specific treatment of.

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