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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 that we are putting into the hands of the readers another issue of our journal in a new formula, under the new name Academia Polonica. It is important that together we continue the dynamic development of our scientific journal.

I would like to congratulate all the authors and people involved that the current issue of our journal – Academia Polonica, 63 (2024) nr 2 – 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, particular attention should be paid to articles related to the education process.

Academia Polonica also addresses current issues in contemporary society, such as the problem of corruption in Ukraine and digitalization of services in Estonia.

Authors in the fields of health, environment, and development focus on topics related to cancer diagnosis.

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

LA SIGNIFICATION SÉMANTIQUE DES PARAPHRASES COMPARATIVES AVEC LE COMPOSANT "NOM DE LA FLEUR" (SUR LA BASE DU MATÉRIEL UKRAINIEN, ANGLAIS ET FRANÇAIS)

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Summary
L'article est consacré à l'étude des relations sémantiques des comparaisons stables avec le composant "nom d'une fleur". Sur la base des langues ukrainienne, anglaise et française, les caractéristiques universelles et ethnospécifiques de la sémantique des unités phraséologiques comparatives sont mises en évidence. La sémantique des unités phraséologiques comportant le composant "nom de la fleur" avec un marqueur de genre est motivée par la composante ethno-culturelle de la structure sémantique des unités phraséologiques, qui véhicule les idées stéréo-typées des locuteurs natifs sur les rôles des hommes et des femmes, leurs traditions culturelles et les propriétés magiques attribuées aux fleurs. La tendance à l'étiquetage du genre est la plus prononcée en ukrainien et la moins prononcée en anglais. L'analyse des combinaisons de mots stables en termes de genre montre la plus grande tendance à l'andrométrie dans le corpus de phrases françaises, et à la gynométrie dans le corpus ukrainien. La phraséologie anglaise est caractérisée par l'intergenderisme.

Mots clés: phraséologie, unité phraséologique comparative, comparaison stable, fleur, florolexème.

1. Introduction

À la lumière de la linguistique anthropo-orientée d'aujourd'hui, l'étude des comparaisons ne perd pas de sa pertinence, car dans le processus de cognition et d'interprétation du monde qui nous entoure, une personne compare ses objets et ses phénomènes, les comparant les uns aux autres sur certaines bases. De nombreux chercheurs ont étudié les unités phraséologiques comparatives (ci-après dénommées UPC), notamment M. Alefirenko, A. Naida, L. Lysenko et d'autres. Aujourd'hui, la question de l'étude comparative de la sémantique des unités phraséologiques, en particulier les comparaisons stables sur la base des langues des groupes slave, germanique et roman, reste ouverte.

La pertinence de notre article est stipulée par la nécessité d'une analyse contrastive des unités phraséologiques comparatives sur le matériel de différentes langues – l'ukrainien, l'anglais et le français. Les phrases comparatives permettent d'étudier à la fois les universaux des cultures européennes et les spécificités de chacune d'entre elles. Ces unités phraséologiques sont utilisées pour décrire les caractéristiques du monde objectif de manière figurative. En règle générale, les référents de ces caractéristiques sont les objets environnementaux inhérents au paysage dans lequel vivent les locuteurs d'une langue donnée. Dans cette optique, nous pensons que l'opinion d'O. Levchenko est tout à fait raisonnable : "L'étude des comparaisons stables qui illustrent l'attribution d'attributs montre qu'il existe plusieurs référents prototypiques pour une certaine caractéristique" *(Levchenko, 2008: 709)*. En même temps, une même image peut exprimer plusieurs attributs.

Sur cette base, nous nous sommes fixé pour objectif d'étudier la typologie des significations des comparaisons phraséologiques. La réalisation de cet objectif nous impose les tâches suivantes: 1) identifier la gamme des référents qui expriment certaines caractéristiques de la structure des comparaisons stables; 2) établir une typologie de ces caractéristiques; 3) identifier les caractéristiques universelles et ethnospécifiques de la sémantique des phrases comparatives stables; 4) identifier les moyens d'exprimer le sens des comparaisons phraséologiques dans les langues étudiées.

L'objet de notre étude est constitué par les UPC à composante "fleur" en ukrainien, en anglais et en français.

L'objet de l'étude est le moyen de désignation figurative du "nom de la fleur" par le référent dans la structure des phrases comparatives stables.

Dans notre recherche, le terme "fleur" est utilisé pour désigner non seulement la partie de la plante qui pousse à l'extrémité d'une tige ou d'une branche, mais aussi la plante herbacée à fleurs elle-même, telle qu'elle est déjà comprise dans l'esprit des Européens.

L'existence d'une gamme stable de référents équivalents pour une certaine caractéristique est la base de l'identification de groupes de comparaisons phraséologiques ayant des significations similaires. Les données obtenues à la suite de l'étude montrent que la part la plus importante des comparaisons stables a des significations liées au groupe lexical et sémantique "personne".

2. Groupe lexical et sémantique "personne" L'apparence

Beauté. Dans ce groupe, nous avons enregistré des comparaisons uniquement en ukrainien et en anglais. Le sujet de la comparaison est la beauté féminine/jeune, qui est identifiée à une fleur. Un composant commun de la phrase comparative dans les deux langues est *Rosa*: ukrainien: гарна, як рожа; anglais: fair as a rose. Les composantes spécifiques à la langue ukrainienne sont les hyperonymes (*гарна, як квітка гайова; гарна, як квітка в полі*) et le *Papaver* (*гарна дівка, як маківка; гарний, як мак городній; дівки в хороводі – наче маків цвіт на городі; як мак у полі*).

Quant à la langue anglaise, elle se caractérise par les éléments suivants *Lilium*: *fair as a lily*.

La couleur de son visage. Le plus significatif est le groupe de comparaisons qui ont le sens de "couleur de son visage" (d'excitation, de honte, etc.)". Une composante universelle pour toutes les langues étudiées est *Papaver*: ukraien; *почервоніє, як мак;* anglais: *turn red as a poppy;* francais: *rouge comme un coquelicot.* Il existe un élément commun aux langues ukrainienne et anglaise *Rosa*: ukraien. *червона, як рожа;* anglais. *as red as a rose.* La langue

française se caractérise par l'utilisation de comparaisons dans la structure des textes *Paeonia*: *être rouge comme comme une pivoine; rouge comme une pivoine.*

Les comparaisons phraséologiques pour le teint blanc et les yeux bleus sont sporadiques. Les composants de ces phrases comparatives sont respectivement *Lilium* et *Centaurea*: français. *blanc comme un lis*; ukraien. *очі сині, як волошки в житі.*

L'âge. Dans ce groupe UPC, on distingue deux sous-groupes: 1) la jeunesse, la bonne santé; 2) le passage du temps, la fugacité de la jeunesse. Le premier est actualisé par des métaphores. En ukrainien, il s'agit du verbe grammatical "цвісти" et du nom "цвіт". Le composant de comparaison dans tous les cas que nous avons enregistrés est *Papaver*: *цвісти, як мак; цвіте, як маківка; як мак цвіте; мов маків цвіт.* En anglais et en français – épithètes métaphoriques – corrélats *fresh / frais*. Quant à florolexema, c'est la même chose – *Rosa*. Comparez.: anglais. *fresh as a rose;* français. *être frais comme une rose; frais comme une rose; fraîche comme une rose.*

En outre, la langue anglaise se caractérise par l'utilisation d'hyperonymes en tant qu'éléments de l'expression "l'anglais" (*fresh as a flower; fresh as flowers in may*) та Bellis (*fresh as a daisy; to be fresh as daisy*).

Quant au second sous-groupe, nous ne l'avons enregistré qu'en ukrainien. Les composants du syntagme comparatif sont dans tous les cas *Papaver*: *дівочий вік – як маків цвіт; пішов мій вік, як маків цвіт; сей світ – як маків цвіт: вдень цвіте, а вночі опаде; цей світ – як маків цвіт.*

3. Les facteurs psycho-émotionnels

Condition humaine. Le nombre de comparaisons stables dans ce groupe est sporadique. Les UPC trouvé en ukrainien est significatif: "sommeil profond" avec la composante Papaver: *як після маківки.* La comparaison française comporte une phrase comparative dans sa structure avec le composant Calendula; sa signification est «visage jaune (à cause d'une maladie)»: *jaune comme (un) souci.*

Caractère humain. Ce groupe de comparaisons phraséologiques n'est typique que de l'anglais et du français. Il convient de noter la phrase comparative universelle avec le composant Lilium. Comparez.: anglais. *pure as a lily;* français. *pur comme un lis.* En outre, une comparaison stable avec le composant Viola a été trouvée en français : timide comme une violette. Dans ces cas, les mots-corrélats indiquant la caractéristique de comparaison sont des métaphores. Tous les exemples que nous avons donnés ont le sens de "timidité, timidité, innocence".

Intelligence. Dans ce groupe, il n'y a qu'une seule comparaison phraséologique qui a le sens de «personne insensée»: *голівочка – як маківочка, хоч витруси та викинь.*

Relations sociales. Ce groupe de comparaisons phraséologiques se distingue par une spécificité prononcée : nous avons enregistré des coïncidences sémantiques uniquement en ukrainien et en français. Les actions inappropriées dans les relations entre personnes sont exprimées par des comparaisons avec le composant Papaver en ukrainien: *вискочити як голий з маку; вискочити як козак Кузьма з маку.* Le sens de l'impropriété dans les UPC françaises sont exprimés par l'utilisation d'hyperonymes dans l'article comparatif: *arriver comme une fleur.* De plus, en français, nous avons enregistré des comparaisons avec le sens de "négligence, irresponsabilité". Les composants des phrases comparatives sont les hyperonymes et Rosa. Comparez.: *s'amener [arriver] comme une fleur; s'en moquer comme un chien d'une botte de roses; s'en soucier comme un chien d'une botte de roses.*

<u>Relations entre les personnes au sein des groupes sociaux</u>. Dans le groupe doté d'une telle sémantique, nous avons enregistré des comparaisons stables en ukrainien et une seule en anglais. Les composants des phrases comparatives sont des corrélats hyperonymiques «квітка/ flower» et Papaver et Rosa en ukrainien. Comparez.: ukrainien. *яке дерево, такі й його квіти, який батько, такі й його діти; діти – як квіти: поливай, то ростимуть* (виховання дітей)*; чужі жінки – як маківки, а моя – як опуда; за добрим мужем жінка як ружа; дівчина – як квіточка: з нею рай, а чужої молодиці не займай* (подружні стосунки); *комусь – як повітка, а мені – як квітка; людям як повітка, а мені як квітка* (кохання); anglais. *as welcome as flowers in May* (une attitude amicale).

Pour la valeur «<u>statut social d'une personne (pauvreté)</u>», nous n'avons trouvé qu'une seule comparaison avec la composante Papaver en ukrainien: *такий бідний, як мак начетверо.*

4. Comparaison

Les résultats de l'étude sont présentés dans le tableau 1.

Comme on peut le constater, une coïncidence totale dans le choix du composant "nom de fleur" n'a été enregistrée que dans un seul cas: *Papaver*, qui est utilisé en comparaison pour désigner un teint rouge. Les correspondances partielles suivantes ont été trouvées dans différentes langues: ukrainien et anglais: *Rosa* – beauté et teint rouge; anglais et français: *Rosa* – désignant la jeunesse; *Lilium* – désignant la timidité. Quant à la désignation de différents attributs par le même florolexème, cette tendance est la plus frappante dans la langue ukrainienne: Le nom de la fleur *Papaver* contient les significations suivantes: "apparence (beauté, teint)", "âge (jeunesse, passage du temps)", "état (sommeil)", "faible intelligence", "relations sociales (actions inappropriées, relations conjugales, pauvreté); *Rosa* – "apparence (beauté, teint)", "relations sociales (relations conjugales)"; hyperonyme – "apparence (beauté)", "relations sociales (éducation des enfants, relations conjugales, amour)" (Le tableau № 1).

En anglais, *Rosa* signifie «apparence (beauté, teint)», «âge (jeunesse)»; hyperonyme – «âge (jeunesse)», «relations sociales (amabilité)» ; *Lilium* – «apparence (beauté)», «caractère (timidité)».

En français, la gamme des florolexèmes identiques pour différents attributs est la même qu'en anglais, mais il existe des différences entre les deux langues. Cf: Rosa – «âge (jeunesse)», «relations sociales (irresponsabilité)»; hyperonyme – «relations sociales (inconvenance, irresponsabilité)»; Lilium – «apparence (teint)», «caractère (timidité)». En ce qui concerne le sémantisme des unités phraséologiques comparatives, une coïncidence complète n'a été enregistrée que dans deux cas : «teint rouge» et «jeunesse».

Les référents universels qui expriment les caractéristiques de la structure des comparaisons phraséologiques sont les hyperonymes, *Rosa* et *Papaver*. Les référents spécifiques sont *Centaurea* (en ukrainien) et *Bellis* (en anglais). La tendance la plus frappante dans la spécificité du choix de ces référents peut être observée en français, où nous avons enregistré trois florolexèmes: *Calendula*, *Paeonia*, *Viola*.

Le tableau № 1

Typologie des noms de fleurs en tant que référents exprimant les caractéristiques de la structure des comparaisons phraséologiques

№	Signification	L'Ukrainien	L'Anglais	Le Francais
1.	Humain			
1.1	Apparence			
1.1.1	Beauté	hyperonyme, Papaver, Rosa	Lilium, Rosa	-
1.1.2	La couleur de son visage	Papaver, Rosa		
1.1.2.1	rouge	**Papaver**, Rosa	**Papaver**, Rosa	**Papaver**, Paeonia
1.1.2.2	blanc	-	-	Lilium
1.1.3	La couleur des yeux	Centaurea		
1.1.3.1	bleu	Centaurea	-	-
1.2	L'age	Papaver		
1.2.1	jeunesse	Papaver	hyperonyme, Bellis , Rosa	Rosa
1.2.2	Le flux du temps	Papaver	-	-
1.3	L'État	Papaver		
1.3.1	La maladie	-	-	Calendula
1.3.2	Le Sommeil	Papaver	-	-
1.4	Le caractère	-		
1.4.1	La timidité	-	Lilium	Lilium, Viola
1.5	L'Intelligence	Papaver		
1.5.1	bas	Papaver	-	-
1.6	Les Relations sociales			
1.6.1	L'Inadéquation	Papaver	-	hyperonyme
1.6.2	L'Irresponsabilité	-	-	hyperonyme, Rosa
1.6.3	Les relations entre personnes			
1.6.3.1	L'éducation des enfants	hyperonyme	-	-
1.6.3.2	Les relations conjugales	hyperonyme, Papaver Rosa	-	-
1.6.3.3	L'amour	hyperonyme	-	-
1.6.3.4	L'amabilité	-	hyperonyme	-
1.6.4	Le statut social			
1.6.4.1	La pauvreté	Papaver	-	-
2.	**Quantité**			
2.1	grand	Papaver	-	-
2.2	petit	Papaver	-	-
3.	**Le temps**	Papaver		
3.1	calme	Papaver	-	-

5. Conclusions

Nous considérons qu'une étude comparative de la sémantique de différents types d'unités phraséologiques, y compris les expressions idiomatiques et les expressions parémiques, constitue une perspective pour nos recherches futures.

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SPECIFICITY OF IDENTIFICATION PRACTICES
IN THE CONDITIONS OF WAR AND ECOCIDE

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Summary
The Russian-Ukrainian war has significantly impacted the national self-identification of Ukrainians. The purpose of this research is to examine the issues of national self-identification among Ukrainians in the conditions of war. The article explores how the ongoing war has influenced the national self-identification of Ukrainians, the challenges they face in preserving their national identity, and the factors contributing to the change in national self-identification in the context of war.

The article focuses on analyzing the war in Ukraine as a manifestation of genocide and ecocide. The authors examine the complex aspects of the conflict, starting from its social and political roots to the environmental consequences on the natural surroundings. The article explores crimes against humanity and ecosystems, using the example of the war in Ukraine. The application of the terms "genocide" and "ecocide" is emphasized in the context of the war in Ukraine. The authors analyze an attempt to broaden the understanding of the negative consequences of war at the national heritage and environmental levels. The presented arguments and conclusions contribute to understanding the profound impact of war on society and ecosystems and may serve as a foundation for further humanitarian research in defining and qualifying such situations as genocide and ecocide.

Special attention in the article is devoted to the transformation of contemporary European values and the challenges of shaping humanitarian and national security.

Key words: identity, stability, trust, values, security, culture, education, security.

1. Introduction

In the contemporary world, where geopolitical conflicts and sociocultural changes too often define the dynamics of society, issues of national identity become extremely relevant. Historical events, such as the Russian-Ukrainian war, inevitably influence the self-awareness of citizens and the formation of their national identity. In this context, there arises a necessity for in-depth analysis and understanding of how war impacts national self-identification. This article is aimed at examining crucial aspects of the national identity issue, especially in the context of contemporary challenges and the influence of armed conflict on this process.

2. Ukrainian society

Today, the world is witnessing dramatic and profound political and social transformations/deformations in Europe related to the war in Ukraine.

Russia's invasion of Ukraine is the largest war in Europe since the Balkan wars in the 1990s. Conservative estimates suggest there were at least 82,200 conflict-related deaths in Ukraine in 2022, although the true number is likely to be much higher *(GPI, 2023: 5).*

The existential war between Ukraine and Russia has brought new impulses to life, which are reflected in philosophical concepts and categories.

These circumstances actualize such impulses-categories as identity, stability, trust, values.

The issue of identity has always been quite moving for Ukrainians. The understanding of own identity occurs through the association of like-minded people according to a certain criterion (including physical nature) or idea. In the conditions of the "axial time" of the country, milestone periods, identity understanding developed within the questions "Who are we?"/"What are we like?" and "Who are we with?".

The war has changed/updated the view of Ukrainians on themselves and formed an accurate and affirmative answer to the question "Who are we?"/"What are we like?" – "We are not ruzzkie".

It was in the search for fundamental existential differences that the Ukrainian unity (as a quality) and community (as an association) were mobilized.

To paraphrase the words of the famous French ethicist A. Badiou, who observed that there can be no "general" ethics, but only the ethics of individual truths that relates to a particular situation, and the concept of a situation here should play a significant role, and we assert that there is an absolute distinctive national identity: we are not them. In the preface to the English edition of the book, the author states "I was then obligated to admit that the event opens a subjective space in which not only the progressive and truthful subjective figure of fidelity but also other figures every bit as innovative, albeit negative – such as the reactive figure, or the figure I call the 'obscure subject' – take their place" *(Badiou, 2001:lvii).*

"We are not them, not ruzzkie" is a well-formed and conscious vision, reinforced by explosions, enemy offensives and destruction since February 24, 2022 up to now. "We are not them, not ruzzkie" is an emotion for crimes against Ukrainians in Bucha, Irpen, Borodyanka. "We are not them, not ruzzkie" is the perception of the native land after the explosion of the Kakhovka Dam.

"We are not them" was our response to those who committed genocide and ecocide on our land – when the Ukrainian nation and Ukrainian lands are destroyed, the possibility of physical existence on this land is destroyed – mining, destruction, and environmental pollution.

The answer to the question "What are we like?" updated the search for people similar in aspirations, values, and qualities, both within and outside the community itself.

3. Challenges of profound identity

Let us mention a few theses about the search for identity within the community itself. It is appropriate to describe it as an "internal" or *"deep" identity* (author's term).

In the fourth chapter, "Ethics as decomposed (decomposee) religion," A. Badiou writes about identity which is defined as "respect for differences" and the ethics of human rights, so there can be no respect for those whose difference consists precisely in not respecting differences. "I am another", that is the difference and the French thinker emphasizes:

"It might well be that ethical ideology, detached from the religious teachings which at least conferred upon it the fullness of a 'revealed' identity, is simply the final imperative of a conquering civilization: 'Become like me and I will respect your difference" *(Badiou, 2001: 24–25)*.

Deep identity can manifest itself through the categories of "resilience", "solidarity", "trust". Deep identification is preceded by a modern understanding of the nation as a free and conscious choice, this is facilitated by the category of "citizenship".

 Identification as a community with citizenship is of both a formal and motivational nature. The possibility of free choice of citizenship is in the context of understanding of common goals and values. The share of Ukrainians men and Ukrainian women identifying themselves primarily as a citizen of Ukraine ranges from 72% to 85%, depending on the methodology and time of surveys conducted *(Sudyn, 2022)*. This historical maximum gives grounds to consider the categories of "solidarity", "sustainability" and "trust" as leading factors for identification.

Historical discourse in the recent Ukrainian past allows us to assume that it is war (as well as other social upheavals) that is the trigger of unity for self-identification. Such a surge was observed in 2004 during the Orange Revolution and in 2014 during the Revolution of dignity. From the height of today's events, it is worth noting that it is three events: 2004, 2014 and 2022 that contribute to the formation of the Ukrainian nation as having its own conscious identity (as a community) and that is why it is ready to form, defend, and realize the Ukrainian statehood, which is the subject of our identity.

On June 29, 2023, the results of a national sociological survey conducted by the Razumkov Center on May 23–31, 2023 were presented on the air of the press conference "Identity of Ukrainian citizens: state and dynamics of changes". The study showed key indicators of the effectiveness of state policy implementation in the field of establishing Ukrainian national and civil identity *(Razumkov Center, 2023)*.

2020 respondents aged 18 and over were surveyed. The results of the survey were compared with the data from previous studies conducted by the Razumkov Center Sociological Service since 2000.

According to the survey, the European Union was associated mainly with progress and development – 84.4% (May 2023) against 76.3% in December 2017; Russia was associated with backwardness and regression with 83.1% (May 2023) against 50.6% in December 2017, and Russia's association with progress and development fell to 3.1% in May 2023 from 16.2% in December 2017.

The analytical report of the Kyiv International Sociological Institute entitled "Historical Memory" dated March 20, 2023, reflects the opinions and views of Ukrainian residents on the perception of history and the idea of historical figures and events. The tables show a significant interest in the history of Ukraine over the past 10 years and the last year (2023) in all age categories of respondents *(Istorychna pamiat, 2023: 9)*.

Questions related to individual historical figures and events were interesting in the context of understanding national identity and feeling involved in the process of historical change. First, it should be noted on the personalities mentioned in the survey. The names Brezhnev, Khrushchev, Peter the Great, Catherine the Second, Lenin, and Stalin fluctuated within 3.1% in the answer "This person is unfamiliar", which, in our opinion, is an articulation of the certainty of the role of the figure in the formation of the history of Ukraine. Mykhailo Hrushevsky, Danylo Galytsky, Yaroslav the Wise, Vyacheslav Chornovil, Bohdan Khmelnitsky, Levko Lukyanenko, Pavel Skoropadsky, Ivan Mazepa, Stepan Bandera, Roman Shukhevych, Symon Petliura, Nestor Makhno are the figures familiar to the respondents. Unfortunately, 44% failed to know Elena Teliga and 34% – Andrii Sheptytsky respectively *(Istorychna pamiat, 2023: 3–16)*.

The uprising of Bohdan Khmelnytsky – 83%, The Revolution of Dignity – 84%, the uprising of Ivan Mazepa – 74%, the collapse of the USSR – 83%, the creation of the UUN – 75%, the existence of the UPR and liberation competitions of the 20s of the twentieth century – 68%, the struggle of the UUN – UPA – 68%, the Orange Revolution – 70%, the transfer of Crimea to the Ukrainian SSR – 70%, respectively had a positive role in the history of Ukraine, according to respondents. This percentage convincingly indicates the formation of a modern context for understanding the nation's formation and its history, where the issues of forming and asserting independence are of primary importance *(Istorychna pamiat, 2023: 21).*

4. Common values

In our opinion, deep identification will be implemented precisely based on conscious common values. In peacetime, peaceful values are formed, and this requires time and selection. Under was conditions the values are determined spontaneously. Thus, the value is "security", "community" as an opportunity to be together, and so on. If we recall the philosophy of the French Enlightenment, the "social agreement" is necessary for the sake of ensuring security, but when the state cannot guarantee the latter and becomes a source of threat, then people must protect themselves by guaranteeing themselves the most important rights, and for this, not only security but also freedom become necessary. As you know, the new European understanding of security is formed in the philosophical concept of Hegel, who emphasizes that a person's habit of security becomes his other nature. Understanding security as one of the main values that ensures the life of a person and the development of his civilization, culture, the expansion of the semantic boundaries of the concept of "security" can include "peace", "harmony", "stability", "silence", "joy", "confidence", "peace", "security" and the like. The method of verbalizing the idea of security actualizes the protection of the national security of Ukraine in the form of the Armed Forces of Ukraine, which is the basis for both confrontation in the current war and the preservation of national identity.

Language and discourse play an important role in shaping both domestic and European safety cultures. Language, constructing social reality, structures the text, a picture of the world in which the language functions as an information code that makes it possible to get an idea of the thinking of people who speak this language. Language, so to speak, protects its own cultural space. Let us remember M. Foucault in "The Archaeology of Knowledge and the Discourse on Language" moves from understanding the discourse as a chain of reasoning to interpreting discourse as a way to obtain such reasoning (knowledge), and then to the practice of obtaining knowledge. In his concept, discourse is a social practice *(Foucault, 1972: 32–33)*. Hence, a discourse is interpreted as a text in context, as an event, a purposeful speech is added, and we have a discourse as a result as a speech immersed in life.

Land is Ukrainian landscapes and freedom. Ukrainians also refer to both in the understanding of property, the understanding of management, and the understanding of territory to the category of land as defining values. Land as a value is genetically perceived by Ukrainians. Therefore, since the beginning of the war in 2014 and until now, land as a value has become even more significant for us, Ukrainians. The value of land for Ukrainians is an archetype and is closely intertwined with the will. And the will is the basis of the national character.

It was the Ukrainian land that, through its properties of fertile chernozem, formed the features of individualism, so inherent in Ukrainians. If there was a part of the land that was cultivated and formed a product, the Ukrainian could exist independently of the collective, that

is, freely. Over time, when there was an increase from an ethnic group to a nation, the question of ownership or owning land arises.

Private land at an individual level becomes property, and then at a social level: my land is my country.

During the aggressive nature of the war in Ukraine, when the Ukrainian lands were occupied, the understanding of land as a value only sharpened and developed and found its manifestation in the belief in the Armed Forces of Ukraine, returning their land in the physical dimension.

The problem of ecocide is also connected with the understanding of land as a value. The following connection seems logical – the destruction of the land of Ukrainians as a place of their formation as a nation, as a genetic connection leads to the disappearance of the Ukrainian nation. From ecocide to genocide.

5. From ecocide to genocide

Ecocide is when kill the house. Kherson watermelons. Melitopol sweet-cherry. Kherson steppes. Cherry orchards. Transcarpathian cheese. The mentioned above is a manifestation of the indissoluble connection of the Ukrainian land with the Ukrainian nation. The pain that Ukrainians feel from the loss is the pain of the death of "their relative". They do not miss a stranger, the latter does not cause strong emotions that can mobilize.

The national mentality of Ukraine is characterized by the principle of mercy, which has always been widespread in the public consciousness. After all, the fundamental principles of the national mentality are connected with history: the more difficult trials the people have experienced, the more compassion and mutual respect are developed at the level of mass consciousness.

The war has made the external boundaries of Ukrainian identity more tangible "If we are not like the enemies, and we are not with them, then who are we with?". Thus, the search for an externally oriented community takes place. According to sociologists, the European identity of Ukrainians has increased from 3.6 points to 6.4 points (0 means that a person does not feel European at all, and 10 means that a person is European). In the search for European identification, a civilizational choice is hidden, between barbarism and culture. Barbarism is represented by aggressiveness, war, and disregard for the value of an individual life. Migration policy during the war and the ability to adapt to new conditions with European values and rules also significantly influenced the desire of Ukrainians to identify themselves as a European nation. In addition, the exit of the identification problem from the format "Who are we?" and moving to the format "Who are we with?" significantly specifies and modernizes the Ukrainian national idea.

Why is it so important for Ukrainians to understand and form the concept of "Who are we with"? Let us assume that such awareness will strengthen the imaginary war outpost. For Ukraine, it is the choice of the path of culture and light. The war, which has a local character in the imagination of the world, has a global character and significance for the world. It is the military actions in Ukraine that exacerbate the economic, environmental, energy, and even ideological and spiritual dimensions of the complex global crisis.

There is no optimistic "end of history" (according to F. Fukuyama) with a positive meaning. As a result, there is a risk of using nuclear weapons, uncontrolled chain of military conflicts, political disputes, and so on.

In the context of the European identity of Ukrainians, it is worth focusing on the category of "solidarity". Solidarity implies both common actions (for example, a mandatory donation to the army) and thoughts (the slogan "Ukraine is above all!"). In understanding and perceiving solidarity, visualization elements of external attributes are important. Such approaches can be understood as manifestations and implantation in the processes of identifying mass culture. But for us, the colors of the national flag are important in the identification process, national clothing (for Ukrainians it is vyshyvanka) is recognized by these signs as our own. And it is these symbols that are destroyed by enemies. Solidarity at the request of time takes on new forms and manifestations. The goal of solidarity is to combine deep identification with external identity.

Solidarity creates an interesting phenomenon that is an increase in trust in each other ("we", "of one's own kind"), a decrease in the level of social cynicism. Cynicism is a rather problematic phenomenon with the ability to destroy a social organism.

One of the manifestations of solidarity in the conditions of war is that differences among the Ukrainian community itself may disappear. For example, before the Great War, a certain part of Ukrainians had a fairly tolerant attitude towards Russia. This, by the way, was presented as a justification for acts of aggression among Russians. The war practically leveled such views. And people who did not think about their national identity asked this question for themselves.

Ukrainian publicist Vitaliy Portnikov notes that nothing unites people so much as the prospect of common death, the possibility of National defeat, or, conversely, a common victory. Such processes make it possible to include other ethnic groups in the circle of Ukrainian identity, which, while preserving their ethnic identity, choose Ukrainian identity as their national one.

6. European values

The identification definition, the trigger of which is war, makes actual the appeal to the search for new common values. The question of changing (or replacing) values has received a broad philosophical discussion. After all, attractive values like life, law, and equality were severely destroyed in Ukraine with the outbreak of war. What can replace or transform existing and known values?

For example, the category of "solidarity", which we have defined as a sign of identity, can claim value. The preservation of life can be transformed as the preservation of the life of the country, as the living conditions of every citizen.

It is important to emphasize that the problem of identification is also related to propaganda technology. The purpose of internal propaganda can be to preserve and establish national integrity and values. External propaganda is aimed at shifting community and solidarity.

Today, Russian propaganda in a certain sense forms our language discourse and plays, so to speak, "in its gate". The war has changed and continues to change the semiotic component of the world picture, which is traced and outlined in the language modification. Instead of the word "war", the Russian Federation offers the phrase/abbreviation "SMO", instead of "explosion" – "khlopok" (Rus.), Russian media continue to broadcast "on Ukraine", instead of "in Ukraine", these are syntactic and grammatical changes.

"In our time, political speech and writing are largely the defense of the indefensible. Things like the continuance of British rule in India, the Russian purges and deportations, the dropping of the atom bombs on Japan, can indeed be defended, but only by arguments that are too brutal for most people to face, and which do not square with the professed aims of political

parties. Thus, political language has to consist largely of euphemism, question−begging, and sheer cloudy vagueness. Defenseless villages are bombarded from the air, the inhabitants driven out into the countryside, the cattle machine−gunned, the huts set on fire with incendiary bullets: this is called pacification. Millions of peasants are robbed of their farms and sent trudging along the roads with no more than they can carry: this is called transfer of population or rectification of frontiers People are imprisoned for years without trial, or shot in the back of the neck or sent to die of scurvy in Arctic lumber camps: this is called elimination of unreliable elements. Such phraseology is needed if one wants to name things without calling up mental pictures of them", – well-known words by Orwell *(Orwell, 2013)*, that are written in a scientific work "Politics and the English Language" and published by Britain's Horizon in 1946. The appeal to the double meaning of neutral words or euphemisms remains relevant today in the modern world.

The preposition "in" in this case on behalf of the Russian Federation changes the status of the territory (as they believe) to the status of a political subject, an active political subject. We record a spelling change to write proper names with a small letter – russia, putin, the names of politicians or officials (solovyov, lavrov, simonyan), and so on. And if for us it is a form of contempt, a clearly emphasized attitude towards the enemy, then, on the part of the citizens of the Russian Federation themselves, such writing is also acceptable and also emphasizes the attitude towards the authorities, presenting a kind of form of internal resistance. Or, for example, the appearance of the words "mogilization" (mobilization), "mobics" (mobilized), fertilizers (killed), and so on.

Language is a set of signs to create new meanings and images in their use. The use of euphemisms or neutral words undoubtedly has corresponding consequences in shaping the image of reality, which is constructed by the official Russian media.

They are not talking about the "conquer" of our territory but about their "liberation", not "refugees from Donbas", but "compatriots", respectively, playing with connotation has its consequences. "Conquer" sounds aggressive, "liberation" has a positive impression and therefore the non-active political space formed by the aggressor state on its territory creates the illusion of inactivity, although, in fact, the society internally (not demonstratively) rebels against the current government.

Without claiming the depth and consistency of the description, we will organize some language matches in the form of a table 1.

Table 1

word	euphemism
war	SMO / special military operation
explosion	khlopok (Rus.) – explosion
hobbies	liberation
battlefield	contact line
refugees	compatriots
restrictions on currency issuance	special issue procedure
dysphemisms	
AFU	national battalion, skills, fascists
the Ukrainian government	nazi junta/ unfriendly state
language Ombudsman	sprechenfuhrer
mobilized	mobik
defender of "Azov"	killer, militant of "Azov"

Table 1 (continuance)

mobilization	mogilizatsiya
migrants	relocants
killed	two hundredth
wounded	three hundredth
fraternal peoples	non-fraternal peoples / enemies

There is a certain ban on mentioning the duration of the war in Russian media, and our information channels put it in the first line, for example, the publication "Ukrainska Pravda" (Ukrainian Truth) reports the line "War in Ukraine. Total estimated losses of the enemy on a certain day."

Euphemisms reduce the level of anxiety and if we are talking about the reality of Russian society, which they hear from the radio and television, then the reality is rich in neutral words that do not cause indignation, anger, or anxiety. Accordingly, the main function of propaganda is to calm down and broadcast the usual way of life, which is not interrupted.

Euphemisms are usually used to prevent direct access to topics that may be, for example, negative. A euphemism that is built to avoid certain connotations forms connotations itself.

It is interesting, for example, to pay attention to the Instagram profile of blogger Mikael Khachibabyan, who has 150K+ on YouTube and 440k+ on the TikTok platform and, often communicating with Russians, provokes them to certain actions related to the rejection of war, taking advantage of the ignorance of the latter (for example, to sing a song about two hundredths).

In this context, the concepts of B should be mentioned. Lee Whorf and E. Sapir, whose names are combined in the name of the Sapir–Whorf hypothesis, where the idea that the structure of the native language affects thinking, perception, and memory, leads to a discrepancy between cognitive styles and worldviews.

 Questions of information, genocide, language, violence, discord, etc. are as significant as possible in the context of modern events, but their transformation into platitudes and routine demonstrates a discursive political structure that affects mental models and social representations. Contextual control extends to the entire communication process, thereby turning into control over consciousness and control over thinking. An ontological configuration activated by text can be affected using a scheme:

past_____ future
here, now I/we
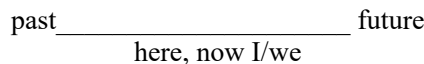
On this spatial coordinate, it is possible to represent certain objects that are far from the self/we. Here the point is not where and who is located, but that we ourselves can place interested objects on this scale as index signs, which are neutral words of dysphemism. The social distance formed in this way marks the boundaries of "the one of own kind" and "stranger". In other words, the "I" war (SMO, Operation), capture (liberation), etc., can move relative to the set goal. Accordingly, the propaganda machine of the Russian Federation radically changes epistemic truth and epistemicity as the puppeteer moves the puppet.

Back in 2015, analyzing the propaganda of Putin's Russia against Ukraine, S. Datsyuk noted that the information war is aimed at both a conceptual war, a war for mass consciousness, and a semantic war, defining a conceptual war for meanings and prospects of the future. The fundamental goal of semantic war is to create new discourses and, accordingly, semantic war is a war of discourses at the level of thinking attitudes and the new discourse that is established is a victory for the thinking attitude *(Datsiuk, 2015)*.

The basis of the modern constitutional war is an attempt to reformat social, domestic national identification. The semantic war was likely launched several decades ago, as it continues to emphasize the non-existence of Ukrainian history, the Ukrainian language, and so on. For example, during the year of a full-scale war, 1,332 objects were destroyed cultural infrastructure: theaters, philharmonic halls, museums, galleries, libraries, clubs. More than a third of them were destroyed. As of June 25, 2023, the Ministry of Culture and Information Policy recorded damage to 664 cultural heritage sites, including 211 architectural monuments, 179 historical monuments, and 16 archaeological monuments. Among the damaged ones:

St. Nicholas Church built in 1797 in Bakhmut;

the old building of the Orekhovsky Museum of Local Lore was built in 1893;

Bohdan and Varvara Khanenko Museum, built in 1887–1891 in Kyiv;

St. George's Church in the village of Zavorichi, Kyiv region;

"Slovo" house in Kharkiv;

Church of the Exaltation of the Holy Cross built in 1771 in the village of Berezdivtsy, Lviv region;

Arkhip Kuindzhi Art Museum in Mariupol;

100-year-old Lysychansk gymnasium *(Suspilne. Kultura, 2023)*.

In the city of Oleshki, the water from the Kharkiv Dam flooded the House of artist Polina Raiko, a representative of naive art, whose work art historians put on a par with the art of Kateryna Bilokur and Maria Primachenko.

During the occupation, the Russians emptied the funds of the Oleksii Shovkunenko, Kherson Art Museum, the Kherson Regional Museum of Local Lore, and the Albert Gavdzinsky Art Gallery in Nova Kakhovka. Collections of iconographies of the 17th and 20th centuries, Ukrainian paintings of the 19th and 20th centuries, in particular, 297 works of painting and graphics by Gavdzinsky, and works by contemporary artists were taken to the occupied Crimea. Some of the stolen paintings were on display at the Central Museum of Tavryda in Simferopol.

At the end of April 2022, the Russian military mined the territory near the stone grave (near Melitopol) – a unique monument of geology and archeology of world significance, the only place in all of Eastern Europe where rock paintings from the late Paleolithic to the Middle Ages have been preserved. The attraction is located on the territory of the reserve of the same name near Melitopol.

On the night of May 7, 2022, Russian gunners targeted a museum in the village of Skovorodynivka, Zolochiv community, Kharkiv region. The fire severely damaged the House of Andrii Kovalevsky, where the philosopher was staying. The destroyed building was not only a museum but also an architectural monument of the 18th century.

During the Russian offensive on Kyiv in February 2022, the Ivankiv Museum, which contained more than two dozen works by the world-famous artist, representative of "naive art" Maria Prymachenko, came under enemy artillery fire and was destroyed. Part of the collection was already in Kyiv at that time, and part was rescued from the burning museum by residents.

The wooden church on Zhitormishchina built in 1862 and survived two world wars was destroyed by Russian artillery fire in early March 2022 *(Ukrinform, 2023)*.

Unfortunately, this list is being supplemented with new crimes. The so-called "cultural" war is not only a kind of semantic war and the deliberate destruction of architectural monuments but is a serious problem of cultural *borrowings*, which the Russian Federation focuses on in its attempts to highlight the civilizational meaning of its own history. Hague Convention for the Protection of Cultural Property in the Event of Armed Conflict фіксує Definition of cultural property and undertake to respect the cultural property (Article 4 – Respect for cultural

property, pos.1) "by refraining from any use of the property and its immediate surroundings or of the appliances in use for its protection for purposes which are likely to expose it to destruction or damage in the event of armed conflict"; "further undertake to prohibit, prevent and, if necessary, put a stop to any form of theft, pillage or misappropriation of, and any acts of vandalism directed against, cultural property"; "shall refrain from any act directed by way of reprisals against cultural property" (Article 4, pos. 3).

And the problem of identity is considered so differently in Identity: The Demand for Dignity and the Politics of Resentment, by Francis Fukuyama or The Lies That Bind. Rethinking Identity: Creed, Color, Class, cuisine by Kwame Anthony Appiah in the modern confrontation between Ukraine and the Russian Federation takes on its other discursive field. For example, Fukuyama delves into wide-ranging philosophy: the early Greek distinction between isothymia (the demand to be respected on an equal basis by other people) and megalothymia (the desire to be recognized as superior), Hobbes, Locke, Rousseau, Marx, Hegel, Luther, Weber, Kant, Nietzsche. Fukuyama discusses the Orange Revolution and Euromaidan in Ukraine, and especially the Arab Spring, as potential democratization movements, yet wonders whether "real-world liberal democracies never fully live up to their underlying ideals of freedom and equality, as rights are often violated" *(Fukuyama, 2018: 48)*. Given the central theme of the book – identity – Fukuyama theorizes about shifting identities. He explains, "National identity begins with a shared belief in the legitimacy of the country's political system, whether that system is democratic or not" *(Fukuyama, 2018: 12)*. He outlines several reasons why an inclusive sense of national identity remains critical for the maintenance of a successful modern political order: first, physical security; second, good government; third, facilitating economic development; fourth, promoting a wide radius of trust; fifth, maintaining strong safety nets that mitigate economic inequality; and sixth, making possible liberal democracy itself *(Fukuyama, 2018: 28–13)*. National identities have been created by four main paths: first, to transfer populations across the political boundaries of a particular country; second, to move borders to fit existing linguistic or cultural populations; third, to assimilate minority populations into the culture of an existing ethnic or linguistic group; and fourth, to reshape national identity to fit the existing characteristics of the society in question *(Fukuyama, 2018: 140–141)*.

Each of the authors offers his own understanding of identity, based on and analyzing, first of all, his own version of Culture, each understands the concept of "independence" differently and builds a path for its awareness. But identity is inevitable. Either it will be established as a political or as a manifestation of historical memory, or as a negative social reaction to racism and homophobia, or it will be "the sexist response experienced by middle-class white women". The world is considerably different. But the deep identification which we emphasize, first of all, overcomes *cultural borrowing* and it asserts the ideological dimension of the national cultural heritage, which finds its manifestation not only in the events of the past, but also in the understanding of oneself here and now in coordination with the future. The actions of the Russian Federation to destroy the value component of national culture are evidenced not only by cultural and social genocide, but also by the destruction of the international system for the protection of cultural monuments' during conflicts.

7. Self-awareness of Ukrainians. Category "sustainability"

"Why should Ukrainians be together? What is Ukraine?" – such provocative questions were asked by the Ukrainian philosopher Serhiy Datsiuk. He sees the essence of Ukraine only in the political plane, separated from other processes, and formulates it as the ability to

subjectivity, the ability to change (in conditions of self-preservation) in response to the challenges of time and conditions. In other words, the idea is put forward that it is positive (deep and external) identification that can form the basis for creating a sovereign socially oriented technologically developed country. It is worth noting that this optimistic thesis is further revealed in a negative-pessimistic context, but this is not the subject of our consideration right now. In this thesis, identification appears as a super-ethnic phenomenon that is consonant with the modern understanding of the nation as a community in favor of which a conscious and free choice is made *(Datsiuk, 2015)*. However, Serhii Datsiuk himself opposes the nation as a historical form of consolidation of large groups of people.

Datsiuk is opposed by Ukrainian philosopher Olexander Shmorgun and historian Yaroslav Hrytsak. They introduce the category of "sustainability" to understand the identification community, which means not only the ability to survive in difficult conditions but also to preserve the cultural potential and humanistic foundations of the worldview achieved over millennia of existence.

World history can also be viewed from the angle of nation-building through unification based on common interests or values. It is values that act as "spiritual motivators that serve to maximize the activation and mobilization of the community, its focus on solving the most important tasks that they face by non-standard methods*" (Shmorgun, 2023)* Yaroslav Hrytsak in his speech "Save Yourself and Save the Whole of Humanity", delivered at the conference "Sustainability: UA" on April 24, 2023 at the Ukrainian Catholic University concludes that "Ukraine is a nation, and we must be together to preserve the nation" *(Hrytsak, 2023)*.

8. State institutions during the war. Volunteering

Such a conclusion of both the report and the throwing processes in Ukrainian society, the picture of changes would be positive: solidarity, cohesion around values, awareness of one's own identity. But there is also the level of institutions. War is still a crisis that reveals threats to the values on which society rests, and, accordingly, to the institutions that protect and support these values. In sociology, the concept of crisis contains several elements:

1) the existence of problems that threaten the existence of society,

2) public awareness of these problems,

3) also search for institutions that would overcome existing problems and prevent their occurrence in the future.

Two points are important: first, society is aware of the existence of problems and, second, institutions that either need to be improved or created "from scratch". The latter is rather important because we are talking about creating stable mechanisms for solving problems or preventing them.

In this context, a survey conducted by the Razumkov Center touched upon the question of marking up the state symbols of Ukraine and attributes of an independent state.

Accordingly, compared to previous years, the share of those who are proud of the state symbols of Ukraine has increased: the flag of Ukraine (from 26% in 2011 to 75% in 2023), the coat of arms of Ukraine (from 25% to 74%), its anthem (from 22.5% to 69%). Also, the share of those who are proud of the state language of Ukraine increased from 32% to 74%, and the share of those who are proud of its monetary unit (Hryvnia) increased from 19% to 57%.

Most residents of all regions are proud of the flag of Ukraine (from 84% in the west of the country to 66% in the East), the coat of arms of Ukraine – from 82% in the west of the

country to 67% in the East, the anthem – from 80% in the west of the country to 56.5% in the East), the state language of Ukraine – from 86% in the west of the country to 64% in the East), its monetary unit – from 69% in the west of the country to 43.5% in the South.

Representatives of younger age groups are more likely than representatives of older age groups to be proud of the state symbols of Ukraine and the attributes of an independent state. Thus, 80% of respondents under the age of 30 and 69% of those who are 60 or more are proud of the flag of Ukraine, 79% and 68% are proud of the coat of arms of Ukraine, 78% and 62% are proud of the National Anthem, 81% and 67% are proud of the state language of Ukraine, and 65% and 51.5% are proud of its currency, respectively.

In August 2023, data from a survey conducted on the eve of Independence Day were published. The absolute majority of Ukrainians – 88,5% – are proud of their citizenship. These conclusions were reached by sociologists of the Ilka Kucheriv Democratic Initiatives Foundation *(Fond demokratychnykh initsiatyv, 2023)*. This is the highest figure for all the years of independence, sociologists say. "If in the 2000s there were about half of those who would strongly support the independence of Ukraine, after the Russian aggression in 2014, these figures increased to about 65–70%, then now it is more than 80%" – said Serhii Shapovalov, senior analyst at the Democratic Initiatives Foundation *(Detector media, 2023)*.

For example, volunteering and cash donations now partially "cover" those tasks that existing institutions are unable to perform. Approximately 35–37% of Ukrainians and Ukrainian women are involved in volunteer activities. However, only 4% do it constantly, and 33% – from time to time. This means that the volunteer movement is not sustainable. That is why the third component of crisis management is the creation of institutions that will operate steadily.

Unfortunately, war increases the sense of need for a strong leader, paternalism. In particular, 58% of respondents believe that "a few strong leaders can do more for the country than all laws and discussions." But this desire is situational, caused by war. After all, 64% of respondents believe that democracy is the most desirable type of government. Security in exchange for civil rights suits 39% of respondents, but 35% are willing to sacrifice security for the latter. Security is one of the values around which the Ukrainian identity is structured *(Sudyn, 2022)*.

From September 30 – October 13, 2023, the Kyiv International Institute of Sociology (KIIS) conducted an All-Ukrainian public opinion poll "omnibus", which included questions about the direction of affairs in Ukraine and trust in individual institutions. The data obtained show that from May 2022 to October 2023, the Armed Forces of Ukraine and volunteers certainly remain trusted among the institutions on the list. For example, 94% of Ukrainians trust the Armed Forces of Ukraine (in May 2022 – 98%), and 87% trust volunteers (in May 2022 – 87%).

At the same time, during this period, there is a decrease in confidence in the institutions of the central government: from 91% to 76%, there are fewer people who trust the President, from 74% to 39% – the Government, from 58% to 21% – the Parliament. However, as noted in the report, it is important to distinguish between the situation for the government and parliament, where we see a majority that no longer trusts (and the balance of trust-distrust is negative), and for the president, where the overwhelming majority continue to trust him (and the balance of trust-distrust is positive).

Trust in local authorities has not changed: as of May 2022, now 50% trust it, and 46% do not trust it *(Kyivskyi mizhnarodnyi instytut sotsiolohi, 2023)*.

9. Conclusions

Thus, the war turned out to be a trigger for rethinking the meaning and forms of national identity based on historical and modern values – stability, trust, security, land. The war unleashed by the Russian Federation against the Ukrainian people testifies to the great concern of the Ukrainian people for their fate, history, and stages of statehood formation through the prism of the concept of "deep identification", delineating the mental space of "stability", "courage", and "trust". The problem of peace posed by this war broke the Soviet template about fraternal peoples, common history, imitation of the stereotypical understanding of oneself as a nation, as a civil society. Yes, indeed, the world is now on the verge of difficult trials, which are daily supplemented by crimes against will, freedom, independence, identification of oneself as a Ukrainian, absolutely stable and self-sufficient. Russian culture, based on the philosophical views of G. Skovoroda, P. Yurkevych, M. Dragomanov, M. Hrushevsky, a huge heritage of fiction, colored by the philosophical reflections of T. Shevchenko, L. Ukrainka, I. Franko, O. Kobylyanska, V. Stefanyk, M. Vovchok, National Crafts and outstanding Ukrainian artists hold on their shoulders a symbolic image of freedom, independence, freedom, cherished by all modern Ukrainians.

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CORE UNITS OF COMPUTER LEXIS

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Summary

This paper analyzes the core vocabulary of English computer lexis, examining the criteria for identifying central terms and describing their structure and characteristics. The core units represent the most relevant concepts in computer terminology, characterized by high frequency, ambiguity, stylistic neutrality and significant word-formation potential. The study distinguishes "first-level core units" like "user", "computer" and "internet" that denote the most important notions; "second-level core units" like "smart" and "digital" that originated as synonyms but became independent; and "core elements" like cyber, tele and e- that started as abbreviations. Core units generate numerous morphological and syntactic innovations, often expanding or narrowing in meaning. The core lexeme "electronic" is especially productive, forming phrases representing computer trends and systems. Core elements undergo lexicalization into independent prefixes and word-forming components. While artificial intelligence is currently popular, related linguistic innovation remains limited. The core vocabulary has a complex structure with central concepts spawning many new terms through derivation and compounding. The paper examines the phenomena of synonymous attraction, functional homonymy in core elements, and the dualistic nature of computer lexis development. It provides a systematic analysis of the core English computer terminology and its word-formation capabilities.

Key words: computer terminology, core vocabulary, word formation, neologisms, lexicalization, abbreviations, linguistic innovation.

1. Introduction

The distinction between the core and peripheral vocabulary is an important stage in the development of the computer lexis because this division indicates the formation of its complex structure. Establishing the criteria for distinguishing the core vocabulary of computer lexis, its structure, and describing the main core units is the purpose of our study.

Its novelty lies in the application of modern research methods and theories in analyzing the core vocabulary of the modern computer lexis of the English language, and in studying the peculiarities of "computer-marked" units that are part of it. The practical basis of the study was the materials of websites devoted to registering and studying English-language innovations – namely, the Cambridge Dictionary website, as well as Wordspy.com.

According to the researchers, the issue of defining the main criteria for identifying the core units of a language remains controversial. There are different concepts of solving this issue within different scientific approaches: structural (O.O. Zalevska), semantic (G.I. Kustova, J. Aitchison, A. Wierzbicka), communicative (A.E. Levitsky, M. Modiano, R. Quirk, G. Stein), psycholinguistic (V.M. Manakin, L. Kushmar), and others *(Halutskykh, 2007: 3; Kushmar, 2019: 165)*.

There is also no unanimity among scholars who study core vocabulary and define the criteria for its selection. For example, D. Crystal and N. Vyshyvana define frequency as one of these criteria *(Crystal, 2004; Vyshyvana, 2023),* D. Terekhova and L. Kushmar add the criteria of informativeness, R.Carter and M.Stubbs – polysemantics and stylistic neutrality, V.V. Vakhmistrov, E.M. Galkina-Fedoruk – breadth of compatibility *(Halutskykh, 2007, Kushmar, 2019).*

In our opinion, the core and periphery of the lexis, as well as the belonging of certain lexical items to the core or periphery, should be considered from the point of view of communicative relevance. According to this concept, the core of the linguistic system is recognized as the words that are most relevant and important for communicators. However, the other criteria mentioned above are important markers of the belonging of certain units to the core vocabulary, and they narrow the framework that helps to classify these units as core proper.

As the researchers note: "In the course of evolution, a language accumulates lexical units that have a set of properties – morphological simplicity, developed polysemy, predominantly nominative character, stylistic neutrality, high frequency, wide range of synonymous relations, high word-formation potential – that ensure their chronological stability, as well as the functional, structural, and evolutionary centrality of the core vocabulary" *(Halutskykh, 2007: 5).* Other scholars state that "…core units are defined by the highest degree of generalization, while the units located on the periphery specify the features contained in the nuclear units, that is, they are characterized by greater specificity of meaning" *(Maksymenko, 2012: 346).*

Studying the computer lexis, we see that most of the above points about the characteristics of core lexical units are confirmed in it. It turned out that "computer-marked" core lexemes are characterized by ambiguity, stylistic neutrality, high frequency, and the ability to form a significant number of derivatives. Also, from a functional and structural point of view, core lexemes of the computer lexis are the centers of synonymous attraction and have the largest number of synonyms.

We distinguish three main types of core units. The first type includes actual core words, which we call "first-level core units", the most relevant and important computer concepts. The second type includes so-called "core elements", i.e. core units represented in the lexis in a reduced, abbreviated form. The third type includes "second-level core units", i.e. units that, having been initially actualized in the computer lexis as synonyms for "first-level core units", have gradually acquired the qualities of real core lexemes.

2. First-level core units

According to our research, the "first-level core units" of the computer lexis are such essential and relevant words as "user", "computer", "internet", "programming", "software" and "electronic". They serve as centers of synonymic attraction, which, being stylistically neutral in themselves, contribute to the emergence of a large number of stylistically marked synonyms. The largest number of synonyms (95) was created for the concept of "user", which indicates that computer users are actively striving for self-identification within the virtual space. Stylistically, most of the synonyms belong to professionalisms and professional jargon.

When studying the word-formation potential of the core units of the computer lexis, it should be noted that quite often their word-formation paradigm is realized both at the morphological and syntactic levels, leading to the emergence of both new words and innovative phrases. For example, the core unit **internet** has caused the emergence of such new words as: Internet2, internetworking, InterNIC, Internetese, splinternet, internot, and others.

At the same time, this lexeme is used to form numerous phrases, including the most common ones: Internet account, Internet backbone, Internet billboards, Internet era, Internet Explorer, Internet security, Internet Society, Internet telephony, Internet time, Internet Death Penalty, Chief Internet Evangelist, Chief Internet Officer, the Internet of Behavior, the internet of senses, the internet of me, the internet of everything, which characterize not only computer processes but also some quite extranet realities:

*Currently, consumers online are restricted by technology that focuses on only two senses, sight and sound. However, all of this is expected to change with the emerging internet of senses … **The internet of senses** creates a network of sensory events, and is expected to make a multi-sensory experience in the digital realm possible. (Kristina Naumovski, "**The Internet of Senses** and the Future of E-commerce", Future of Marketing Institute, May 9, 2021).*

Naturally, the core unit **computer**, meaning "related to computers and the Internet", plays a significant role in computer innovation processes; it is used to create numerous lexical innovations both at the level of words and phrases: Compu\$erve, compunications, nanocomputer, computron affective computing, zombie computer, parasitic computing, computer confetti, stand-alone computer, computer doping, computer vision syndrome, ambient computing, ubiquitous computing, sky computing, and many others:

Sky computing has been described as "the layer above the clouds." The term refers to a newer model of cloud computing known as multi-cloud, where organizations may pick and choose different cloud services from different operators according to their specific requirements. (Dan Irascu, "What's next after cloud computing?", TechBehemoths.com, July 20, 2022).

The core unit **electronic** deserves special attention, as it shows considerable innovative activity. It is used to form numerous phrases denoting trends in computer development and the state of computer technology and types of computer systems. The innovations characterizing the types of computer systems include such phrases as electronic shopping, electronic banking, electronic cash, electronic money, electronic purse, electronic cottage, electronic trade, electronic nose, electronic paper, electronic ink, etc.:

*A recent tweet from Apple analyst Ming-Chi Kuo will have e-reader competitors sweating as he hinted at the fact that Apple is taking a close interest in **electronic ink** screens. ("Apple hints at move to **electronic ink** screens", The Brussels Times, May 21, 2022).*

The importance and uniqueness of the core unit **electronic** lies in the fact that it has created a synonymous series of lexemes such as smart, cyber, tele, info, dotcom, digital, silicon, virtual, and e-, which eventually became independent "second-level core units" capable of productive word formation. Moreover, such units as cyber, tele, info, and e- are abbreviations of cybernetic, telecommunication, information, and electronic, which function mainly in their abbreviated, reduced form. These lexical items, according to our classification, are "core elements".

3. Second-level core units

The core unit **smart** – in its new meaning "related to modern technologies" – has become the basis for the formation of numerous phraseological phrases: smart card "a credit or debit card with a memory unit that records transactions"; smart house "a house equipped with an electronic system for controlling heating, electricity, etc."; smartphone "a phone performing many of the functions of a computer"; smart dust "miniature lightweight mechanisms containing sensors and communication devices", smart desk "computerized desk that can be raised for use while standing and can monitor the user's movements, time spent at the desk sitting or

standing, and calories burnt", smart city "a city where information and communications technology is used to make life better for its residents", and others.

In modern texts, you can also find numerous compounds with the core lexeme **virtual** ("related to computer technology, to the Internet"): virtual ad, virtual cash, virtual executive, virtual Friday, virtual visitation, virtual water, virtual advertising, virtual manager, virtual being, virtual commute, and so on:

*If there's one thing remote workers probably don't miss about going into the office, it's the commute. Microsoft, however, disagrees. The company announced that it is working on a new feature for its Teams platform that will allow remote workers to schedule **virtual commutes**. The idea is to help give workers a solid separation between work and home, a time before and after work each day where they can reflect and set goals without work or home getting in the way. ("What is a **virtual commute**?" Government Technology, September 30, 2020).*

The word **digital** began to be used in the 80s in the sense of "computerized" and became the center of "digital" phrase formation in the 90s and early 21st century: digital video, digital audio tape, digital videodisc, digital terrorism, and digital media. At the turn of the century, the lexeme digital underwent an expansion of its meaning to mean "connected to the World Wide Web". It became the breeding ground for the phrases like: digital cash, digital economy, digital mall, digital pathogen, digital certificate, digital entertainment, digital footprint, digital jewelry, digital lifestyle, digital revolution, digital signature, digital divide, digital republic, digital amnesia, digital campfire, digital nutrition, digital vellum, digital notepad, digital twin, digital divorce, digital diet, digital removalist, and others:

*Social media, viral posts, and the complexity of the Internet make it difficult to delete embarrassing public and private moments that make their way online. Jon Brodsky, a manager at finder.com, says Generation Z is growing up without the awareness of the consequences that can come from a regretful digital footprint. "As this generation starts to enter the workforce, **digital removalists** will be in high demand to erase anything incriminating that could impact their future opportunities." (Noelia Trujillo, "15 cool jobs you could have in the future", Reader's Digest New Zealand, December 2, 2022).*

We also see examples of the abbreviation of digital and the emergence of such neologisms as diginecker (digital + rubbernecker) – a person who readily takes photos and videos if they witness an accident, phygital (physical + digital) – integrated communications combining digital and physical spaces that provide the consumer with a new experience, and digi-dog – a dog trained by the police to use its sense of smell to find digital devices that have been used by criminals:

*Whether it's a Sim card from a drug gang's burner phone, a key fob for a getaway car, a terrorist's mobile phone [or] a laptop in a fraud case ... Jake and his fellow "**digi-dogs**" can sniff it out. "On every digital storage device there is a chemical that has a very specific scent," explains the instructor, one of three dog handlers who have been spearheading the Met's **digi-dog** training scheme. (James Palmer, "How a new squad of elite sniffer dogs is catching cybercriminals", The Times, December 12, 2021).*

The unit **silicon**, meaning "the world of computer technology, the electronic industry," has become the basis for creating innovations to designate the centers of the computer industry – Silicon Valley, Silicon Bog, Silicon Glen, Silicon Fen, Cwm Silicon, Silicon Island, Silicon Plateau, Silicon Polder, Silicon Wadi, Silicon Albion, Silicon Gorge, Silicon Slopes:

*Some have taken it as a signal that the days of high growth in **Silicon Slopes** are behind us, but Utah's job numbers seem to disagree. (Tilda Wilson, "2023's high-profile **Silicon Slopes** layoffs portend slower growth, not disaster", Kuer.org, December 28, 2023).*

4. Core elements

Called to life by the digital revolution, core elements display considerable productivity, producing dozens of neologisms. For example, innovations with the core element **info** include: infosphere "the industry related to the processing and distribution of information", infomania "passion for modern information technology, for the accumulation of information", infotech "modern information technology and technology", infocentre "an information center that provides information to tourists", infoslave "a person in a company who serves several departments by setting up the software in these departments", infobesity (info + obesity) "a state of having access to so much information that it leads to difficulties with decision-making, concentration and understanding", infodemic "a very large amount of information that is published about a particular problem, some of which is untrue, therefore making it more difficult to find a solution", infostealer "a type of computer software that has been deliberately designed to steal information such as passwords, bank account details", etc.:

*There's a wide range of data that cybercriminals aim to access through the use of **infostealers**. Most notably, payment card details and login credentials are highly valuable. A criminal could either directly use this data to their advantage or sell it on a dark web marketplace to other malicious actors. (Katie Rees, "What Is an **Infostealer**? Is It Dangerous?", MakeUseOf. Com, October 30, 2022).*

Another core element that has proved fruitful for morphological and syntactic word formation is the element **cyber**, which was originally a contraction of the word cybernetic, but later acquired an independent meaning: "related to information technology, computers, and the Internet". In this sense, this element is present in the following words and phrases: cyber-Monday, cyber noir, cyber sit-in, cyber sitters, cyber-attack, cyber-cafe, cyber-fraud, cyber mercenary, cyber ambassador, cybersex, cyberslang, cyberspace, cyberwar, cyberdefender, cybersoldier, cyberflashing, cyberhoarding, cyberloafing, and others. In this case, there is a manifestation of the so-called "functional homonymy", i.e. the functioning of the element **cyber** in the sense of both a word-forming affix and a phrase-forming element, which indicates the dualistic nature of the development of the computer lexis:

*Rajeshwari is one among thousands of students from the south Indian state of Telangana who are being trained to become "**cyber ambassadors**" in the region. Over 3,000 students graduated from the first class of **cyber ambassadors** last year. And following the success of the first batch, the Telangana government—which is perhaps the first state in India to have come up with a novel concept like this—has started the second batch of the course with almost 10,000 students. (Varsha Bansal, "In the Fight Against Scams, '**Cyber Ambassadors**' Enter the Chat", Wired. com, January 13, 2023).*

Core element **tele**, which has undergone a narrowing of its semantics and in the examples below has the meaning "related to telecommunications technology," proved to be productive in the creation of "electronic" lexical items usually related to the computerized remote services: teleshopping "ordering and purchasing goods by phone and computer", telebanking "a computerized system for managing a depositor's bank account", telebroking "computerized brokerage operations", telecottage "a special room, especially in rural areas, equipped with computers and telecommunications", teletherapy "the treatment of mental illness by discussing someone's problems with them using videoconferencing rather than in person":

*The transition to **teletherapy** has been more of a tidal wave than a trickle, with therapists, who generally prefer person-to-person interaction, saying that it's a safer way to serve their clients. (Nara Shoenberg, "Chicago therapists are switching to **teletherapy** to see stressed-out patients during coronavirus pandemic", Chicago Tribune, April 7, 2020).*

The element **e-**, which originated from the word e-mail and was originally considered a convenient abbreviation of the word electronic, is now considered a new prefix or a combination form synonymous with the prefix cyber-. The rather broad word-formation semantics, the core of which is the seme "related to the Internet and telecommunications technology," gives this element the possibility of forming numerous prefix and blending innovations: e-envoy, e-minister, e-trade, e-shopping, e-junkmailer, e-scoop, e-lancer (e + freelancer), e-tail (electronic + retail), e-economy (electronic + economy), e-cubator (e + incubator), e-reader, e-waste, e-skin, etc.:

*Discarded electronics, known as **e-waste**, often contain large amounts of gold and other heavy metals. Scientists have come up with methods to recover the valuable metals, but these processes often rely on synthetic chemicals that can damage the environment. (Alex Wilkins, "Old milk can be used to extract gold and other metals from **e-waste**", New Scientist, February 9, 2024).*

Despite the great popularity of the topic of using artificial intelligence (AI) in recent years, we have not yet witnessed a significant increase in the number of language units related to it. There are a few neologisms based on the abbreviation AI, words and phrases such as chat, chatbot, deep learning, and machine learning, but the total number of such units is fewer than a dozen.

5. Conclusions

The core vocabulary of the computer lexis includes the most relevant, important, and widely used words that have high frequency, ambiguity, stylistic neutrality, synonymous attraction, and significant word-formation potential, producing many new words and phrases that often narrow or expand their meanings. The core vocabulary of computer lexis is divided into "first-level core units", "second-level core units", and "core elements".

Core units are productive centers of word formation, they produce a significant number of morphological and syntactic innovations with narrowing and expanding their meaning. There is also a phenomenon of functional homonymy – lexicalization and transformation of core word-forming elements into bifunctional units.

The study shows the core vocabulary of computer lexis has complex structure and relationships, with central concepts generating many new related terms through derivation and compounding.

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THE MODERN TEACHER AS A SUBJECT IN THE PROCESS OF FORMING FUTURE PHD`S CULTURE OF ACADEMIC INTEGRITY: TEMPORA MUTANTUR, ET NOS MUTAMUR IN ILLIS

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Summary

The article is aimed to characterize the skills and qualities of a modern university teacher in Ukrainian higher education as a subject in the process of forming the culture of academic integrity for the future Doctor of Philosophy.

The instructor must showcase a profound grasp of the various scientific fields they teach, possessing the foundational knowledge to tackle diverse socio-economic, production, and cultural challenges. Furthermore, it is crucial for the instructor to remain abreast of new research, discoveries, and hypotheses, anticipating the evolving landscape of the science they teach and fostering a culture of scientific and pedagogical thought. Effective communication skills are essential for instructors, facilitating lucid and accessible explanations of intricate concepts and enhancing students' comprehension of the material.

The instructor's capacity to stimulate the intellectual growth of PhD candidates, nurture creative and critical thinking, and employ innovative teaching methodologies delineates a high level of professionalism. An instructor should also be committed to encouraging the personal development of students, fostering their critical thinking, creative autonomy, and self-expression. All these efforts contribute to the cultivation of academic integrity among PhD candidates.

In essence, these characteristics converge to transform the instructor into not just a conduit of knowledge but also a mentor who nurtures the scholarly potential of future PhDs.

Key words: academic staff, skills, values, ethical standards, higher education, post-graduate, research, pedagogy, education.

1. Introduction

The contemporary teacher is a key participant in shaping the culture of academic integrity for future PhDs. They serve as a central figure in instilling values, ethical standards, and a strong sense of professional integrity in their students. Beyond merely imparting theoretical knowledge, the modern teacher is tasked with fostering high moral principles and honing skills that define ethical conduct in the field of philosophy and academic research.

A modern teacher is expected to exemplify a high level of ethics and independence, serving as a role model for their students. They actively contribute to the development of critical thinking, analytical skills, and a commitment to the principles of academic integrity among aspiring philosophy doctors. The teacher encourages students to seek knowledge, uphold ethical norms in research, and engage with colleagues based on transparent and equitable values. In doing so, the teacher significantly influences the formation of a culture of academic integrity, promoting the establishment of high ethical standards within the academic environment.

2. Normative and Legal Requirements for a Modern Teacher

Let's consider the characterization of a faculty member of the graduating department as a key figure in the system of the culture of academic integrity formation for future PhDs.

One of the key aspects of effective work for higher education instructors is their scientific and theoretical knowledge, determined not only by a profound understanding of philosophical science but also by embracing current trends in their field. It is crucial for instructors to possess deep knowledge not only in their primary subject area but also in related fields, fostering interdisciplinary approaches and enriching the educational process – being professionally competent. Professional competence of a higher education instructor is an integral characteristic of personality based on the unity of motivational-value, cognitive (knowledge), affective (ability for emotional-volitional regulation, etc.), conative (skills, abilities, behavior) components, as well as professionally important qualities and abilities. This competence manifests itself at various levels as the instructor acquires relevant universal and professional competencies *(Strelnikov, 2013: 278–279)*.

Instructors' practical skills are crucial for effective professional activity, encompassing communication, creating stimulating learning environments, and employing interactive teaching methods. Pedagogical expertise, fostering creative and critical thinking, and stimulating intellectual abilities are essential. Sparking learner interest, utilizing innovative approaches and modern technologies enhance education efficiency and cognitive skills in future PhDs. Instructors must adapt to contemporary trends, integrating online resources for convenient learning. A modern educator combines profound knowledge with creative teaching, implementing innovative methods and nurturing talents. Higher education institutions set requirements for academic staff working with third-level learners:

 – "The implementation of the program involves the participation of university faculty with academic degrees and titles who have experience conducting their own research and engaging in scientific and pedagogical activities in higher education. Staffing is in accordance with the current License Conditions for educational activities in higher education and is based on the following principles: the relevance of academic staff to the specialties, mandatory and periodic internship and professional development for instructors, scientific activity of faculty, integration of the results of internships and scientific activities into the educational process. Throughout the educational process, professionals with practical, research, managerial, and innovation experience in the field may be involved" *(Proyekt, 2023)*;

 – "The approach to teaching and learning involves the implementation of active teaching methods that ensure a student-centered approach and the development of critical thinking in postgraduate students. It includes close collaboration between postgraduate students and their academic supervisors, support, and consultation for postgraduate students from the scientific and pedagogical staff of the State Agrarian University and sectoral research institutes, including providing access to modern equipment. It also involves engaging recognized experts-practitioners in veterinary hygiene, sanitation, and expertise for advising postgraduate students, providing informational support for their participation in competitions for scientific scholarships, awards, and grants (including international ones), and enabling postgraduate students to participate in the preparation of scientific projects for competitions organized by the Ministry of Education and Science of Ukraine. Additionally, it includes direct involvement in the implementation of budgetary and initiative scientific research projects" *(Osvitno-naukova programa, 2022)*.

Instructors from graduating departments must possess not only general teaching skills but also profound scientific and theoretical knowledge to foster academic integrity in future PhDs. This entails a comprehensive understanding of the theory and methodology of training future PhDs based on a value-oriented educational paradigm.

The instructors' scientific and theoretical knowledge serves as the foundation for cultivating scholarly awareness and critical thinking in future philosophy doctors. Grasping contemporary theoretical approaches and methodologies in philosophy enables instructors to design curricula that reflect current trends in the field, fostering high-quality education and the development of research potential in future philosophy doctors.

Furthermore, the scientific and theoretical knowledge of instructors aids in integrating values and meanings into the educational process. They can implement value-oriented approaches, contributing to the formation of moral and ethical values in learners. This integration helps create an educational environment where academic integrity becomes not just a standard but a vital component of the institution's educational culture.

Therefore, the scientific and theoretical knowledge of instructors from graduating departments is a crucial foundation for successfully shaping the culture of academic integrity in future PhDs, promoting the development of their research potential, and instilling responsibility and morality in educated professionals.

In addition to professional skills, knowledge, and competencies, an instructor serves as a model for the psychophysiological and psychological characteristics of a scientific and pedagogical worker. These characteristics determine the instructor's ability to interact with learners and create an effective learning environment. Empathy, patience, and adaptability play a key role in this process. Psychophysiological aspects include the physiological reactions of instructors to stress, fatigue, and other factors that may affect their emotional state and performance. The ability to empathize is a crucial psychological characteristic as it allows the instructor to understand and consider the emotional state of learners.

Patience plays a crucial role in communicating with students, especially when addressing difficulties or resolving conflicts. The adaptability of an instructor involves the ability to quickly adjust to different situations and individual needs of PhDs.

Psychological aspects also encompass the instructor's ability to focus on the personal development of PhDs. This includes stimulating PhDs to think critically, fostering their creative independence, and encouraging self-expression.

Overall, the psychophysiological and psychological characteristics of an instructor determine their ability to create a positive and supportive learning environment, contributing to the development and success of PhDs.

Scholar O. Volobuyeva identifies the following traits as typical for a modern instructor: "1) high civic responsibility and social activity; 2) love for all members of the learning group without exception; the need and ability to give them one's heart; 3) genuine intelligence, spiritual culture, the desire, and ability to work with others; 4) high professionalism, an innovative style of scientific and pedagogical thinking; readiness to create new values and adopt creative solutions; 5) a need for continuous self-education and readiness for professional development and self-improvement; 6) physical and mental health, professional efficiency" *(Volobueva, 2014: 401).*

3. Skills and qualities of a modern teacher

Let's note that a modern higher education instructor participating in the professional training of future PhDs is an expert who combines a set of key characteristics and possesses a diverse range of skills and qualities:

1. Professional Competence: "A modern instructor should properly navigate various fields of science, the foundations of which they teach, and understand its potential for addressing socio-economic, production, and cultural tasks. However, this is not enough; they must be informed about the results of new research, discoveries, and hypotheses. It is extremely important to foresee both near and distant perspectives of the science they teach, possessing the culture of scientific and pedagogical thinking" *(Volobueva, 2014: 401)*.

In essence, a contemporary university instructor is expected to be well-versed not only in the subject matter they teach but also in the broader scientific landscape, staying informed about recent developments and having the ability to anticipate the future trajectory of the field. They should embody a culture of scientific and pedagogical thinking, going beyond mere subject expertise. A modern instructor actively involved in the professional training of future PhDs stands out not only for profound knowledge in their own field but also for the ability to track and navigate contemporary trends and innovations. They continuously update their knowledge, study best practices, and integrate them into their pedagogical approach. Such an instructor aims to implement modern teaching methods and leverage advanced technologies to maximally engage learners and create an effective educational and research environment. Their goal is not only to impart theoretical knowledge but also to prepare future philosophy doctors for the challenges of the present, forming critical thinking and readiness for independent scholarly activities.

2. Pedagogical Mastery: It is important to consider that the development of the instructor's professional competence depends not only on their personal characteristics, such as knowledge, inclinations, character, and abilities but also on the structure and conditions of the educational process in the higher education institution and the existing system of training scientific and pedagogical staff. *(Strelnikov, 2013: 280–281)*. A teacher actively involved in the preparation of future philosophy doctors not only possesses effective teaching methodologies but also demonstrates flexibility in using various approaches, adapting them to different learning styles of doctoral candidates. They attend to the individual needs and peculiarities of each future philosophy doctor, creating a conducive educational and research environment for all. Pedagogical activities for such an instructor are not just a duty; they are an inner need and genuine interest. This academic professional seeks not only to impart knowledge but also to develop and inspire doctoral candidates, fostering their comprehensive and profound understanding of the subject and the scientific method. They aim to cultivate critical thinking, a creative approach, and readiness for challenges, contributing to the development of high-quality researchers and professionals.

3. Innovativeness: A high level of pedagogical mastery is evident in the rational and systematic application of innovative achievements in science and international experience, contributing to the improvement of the quality of the educational process in higher education institutions *(Pehota, 2013: 7)*. For the innovative professional activity of a higher education institution teacher, a creative approach to work, idea generation, experimental research, and the implementation of new elements into pedagogical practice are characteristic. Consequently, the teacher can be an author, developer, researcher, user, and advocate of new pedagogical technologies, theories, and concepts *(Kozak, 2012)*. A teacher actively involved in the preparation of future PhD candidates should demonstrate an interest in implementing

advanced technologies and teaching methods. This not only involves updating the educational process but also contributes to the improvement of education quality, adaptation to modern challenges, and the readiness of PhD candidates for effective research activities. The use of modern technologies, interactive methods, and innovative approaches in teaching helps create a stimulating environment for students, fostering their active development and readiness for research creativity. Such a teacher contributes to the formation of highly professional specialists capable of effectively applying acquired knowledge and developing their field in response to contemporary challenges.

4. Communication Skills: In addition to technical skills, a teacher should possess the art of effective communication. The ability to express thoughts clearly and understandably is crucial for ensuring material comprehension. Communication is not limited to lectures – the teacher stimulates dialogue and actively engages students in information exchange. This not only contributes to knowledge acquisition but also develops critical thinking and interactive skills. Such an approach promotes a positive atmosphere in the educational environment and enhances the quality preparation of future philosophy doctors. In this regard, V. Strelnikov noted that communicative qualities such as sociability, politeness, and friendliness play an important role in establishing a connection between the teacher and students during communication. For a higher education teacher, it is important to be able to promptly find a way out of complex situations. If a teacher loses orientation or shows uncertainty, listeners may perceive it as a sign of incompetence. *(Strelnikov, 2013: 281)*. L. Mishchikha identifies "the ability for dialogical communication, which involves treating another person as a value, a unique individuality. This refers to the s1ubject-subject level of interaction within the structure of the teacher-student relationship" *(Mishyha, 2019)*.

5. Adaptability: "Adaptation is perhaps the most common explanation and advice for all events. Adaptation is the process of optimal targeted functioning of an individual, where all energy, all physical and spiritual forces are directed and spent only on the performance of its main tasks of learning and upbringing. An adapted person in their activities is maximally themselves" *(Luchaninova, 2023: 53)*. N. Bakhmat and L. Sydoruk believe that the adaptive skills of a teacher include the ability to continuously improve educational courses by deeply analyzing the learning progress and individual characteristics of each learner, contributing to the overall improvement of the quality of educational activities in the institution. It is also important to have the ability to obtain data on the individual educational needs of each learner. Automation of assessment and forecasting significantly enhances the efficiency of these processes. Additionally, adaptive skills involve the ability to reduce routine workloads and free up time for professional development. *(Bahmat, Sydoruk, 2019: 22)*. A teacher who prepares future philosophy doctors demonstrates a high level of flexibility and adaptability to changes in the educational environment. Their pedagogical strategy is oriented towards meeting the diverse needs of learners, including an individualized approach and the use of innovative methods. They interact with future PhDs, creating a stimulating and open atmosphere for the exchange of ideas, contributing to the formation of a culture of academic integrity. Such a teacher adeptly adapts to modern educational requirements, developing in learners not only professional skills but also a culture of ethical and professional conduct.

6. Devotion to Learners: Devotion to learners has a significant impact on shaping the culture of academic integrity among future PhDs. A teacher who shows interest in the development and success of learners contributes to creating a positive learning environment, where important values such as honesty, adherence to ethical norms, relationships, and professional integrity are emphasized. The sense of support and interest from the teacher encourages aspirants to adhere

to high standards of academic integrity. According to N. Krapivina and S. Bondarenko, a teacher should be accessible and close to learners: available through regular office hours, email, and other communication channels; creating an open and friendly environment where learners can feel comfortable and reach out for assistance or advice. *(Krapivina, Bondarenko, 2023: 488)*. It fosters in future PhDs a tendency to adhere to ethical principles in their research work, interactions with colleagues, and participation in academic communities. Furthermore, dedication to graduate students can contribute to the formation of a positive mentorship relationship, where the teacher serves not only as the guide in the learning process but also as a mentor ready to assist in addressing personal and professional challenges. This contributes to the development of graduate students as researchers and the shaping of their career identity within the framework of high standards of ethics and integrity.

7. Research Activity: "A teacher remains a researcher and does not lose their identity as a scientist, avoiding the role of a dogmatic educator (having unequivocal answers to all questions in the curriculum). All of this creates conditions to increase students' interest and cognitive activity, optimizing the process of developing their professional self-awareness." *(Volkova, Stepanova 2018: 232)*. V. Strelnikov notes that the research activity of a teacher includes "analyzing the educational process, conducting search activities, studying, summarizing, and implementing innovations into the educational process, highlighting the main and essential aspects in the selection, structuring, and presentation of educational material, logically, sequentially, and substantively teaching the educational material, setting and achieving goals related to continuous self-development both professionally and personally" *(Strelnikov, 2013: 284)*. However, it is worth emphasizing that teachers involved in the professional training of graduate students should demonstrate not only willingness but also active interest in conducting scientific research. Their own passion for science can be a key factor influencing graduate students, motivating them to participate in research activities. Involving future PhDs in scientific research has several advantages. Firstly, it contributes to the development of research skills and critical thinking among graduate students. They have the opportunity to deepen their knowledge and learn to work with a larger volume of information. Secondly, the participation of graduate students in scientific research expands their horizons and allows them to apply acquired knowledge in practice. They get the chance to see how their ideas and conclusions impact the development of a specific scientific field. Thirdly, the active involvement of graduate students in scientific research under the guidance of experienced teachers helps them build scientific networks and establish connections with other researchers. This is crucial for their future professional growth, expanding opportunities for collaboration, and exchanging ideas in the academic environment.

Therefore, teachers who show initiative and actively engage in scientific research make a significant contribution to the development of the scientific potential of future philosophy doctors, promoting their scientific growth and the implementation of high standards of research integrity.

8. Ethics and Professional Integrity: According to O. Homeniuk, in the academic environment, "the main means and carrier of transmitting culture, spiritual values is the unique individuality of the teacher as a bearer of culture with a unique personality" *(Humeniuk, 2008: 407)*. A teacher involved in shaping the professional training of future PhDs must adhere to high standards of ethics and professional integrity both in working with graduate students and in collegial relationships. They should serve as an example of honesty, responsibility, and respect for the rights and interests of others. Adhering to ethical norms in communication, evaluation, and scientific activities is an essential element in fostering morally responsible and professionally

competent experts – future PhDs. A teacher who demonstrates a high level of ethics contributes to the formation of an adequate moral code for future PhDs and the creation of an ethically oriented academic environment.

4. Conclusions

These characteristics enable a modern teacher to effectively influence the educational process and the development of future professionals. In summary, forming a culture of academic integrity among future PhDs requires a high level of qualification and readiness from graduation department teachers. The mentioned characteristics reflect not only their professional competence but also define their key role in establishing high standards of academic integrity among the young scholars.

The instructor should demonstrate a deep understanding of various fields of science he teaches and possess the fundamentals of these fields to address various socio-economic, production, and cultural challenges. Additionally, it's important for the instructor to stay updated on new research, discoveries, and hypotheses, foreseeing the perspectives of the science he teaches and developing a culture of scientific and pedagogical thinking. An effective instructor has high communication skills enabling clear and accessible explanations of complex concepts, promoting understanding of the material for students. The ability to stimulate PhDs' intellectual development, foster creative and critical thinking, and use innovative teaching methods defines a high professional level of an instructor. The instructor should be oriented towards stimulating the personal development of students, supporting their critical thinking, creative independence, and self-expression. All these actions stimulate forming PhDs' academic integrity culture.

Thus, in the combination of these characteristics, the instructor becomes not only a mediator of knowledge but also a mentor fostering the scientific potential of future PhDs.

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SOCIAL ADVERTISING VIDEOS IN AUDIOVISUAL TEACHING METHOD IN FOREIGN LANGUAGE CLASSES

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Summary

The process of learning a foreign language, as a rule, requires the use of various methods and means of working with linguistic material, depending on technological capabilities and basic didactic and pedagogical models. The development of cognitive didactics led to the emergence of a new concept of teaching a foreign language, based on taking into account the way students process linguistic material through immersion in the linguistic and cultural environment. Students, like all globalized modern society, are characterized by a great interest to the information space. In the period of social transformations of the world, in the time of the latest technologies and globalization, foreign language teachers can use the social advertising as the universal and rather harmonious sphere of mass media and information space to provide information material from a foreign language, because in addition to the large text content, such videos are a powerful factor, which influence on students even with some elements of manipulating them. Linguistic features of advertising texts undoubtedly play an important role in the use of foreign language concepts in social advertising videos, as they are aimed at drawing attention to current issues of society, moral values, and actualization of social problems. The text of social advertising itself creates a mood and image, forms the impression of the listener, observer or listener and further understanding of this information, which contains social advertising. Linguistic features of social advertising texts on a subconscious level affect the recipient, who must make the correct conclusion after watching a video of social advertising.

Key words: audiovisual teaching method, social advertising videos, audiovisual and textual factors of influence.

1. Introduction

Today, in the era of the latest technologies and globalization, information in any form is the indispensable means of influence that society needs. At a time when students of higher educational institutions are interested in social transformations, news of politics, culture, in the period of development of show business, new types of art, styles of music, mass media are extremely influential. Social advertising is universal, always present and inseparable from the sphere of mass media and information space in general as a global weapon of influence and manipulation, a product of creativity and a response to society's requests. In addition, the importance of researching the use of social advertising videos in foreign language classes from a linguistic point of view show that the text is an effective way to make a social advertising video an effective means of influence, attract maximum attention, interest in structure, semantic content and achieve the ultimate goal of perception and the recipient's understanding of the entire message.

Social advertising, which returns society's attention to the initial axioms of a dignified existence, universal human values, issues of culture, health and a conscious attitude towards oneself and others is especially relevant at the current stage of human development. Social advertising educates a conscious, civilized society in the modern information space, that is why **the relevance** of using social advertising videos in foreign language classes lies in the two-tiered dimension of such video materials: social advertising video texts are authentic linguistic material, analyzing which, students acquire practical skills and skills, but on the other hand, while working with video texts of social advertising, students subconsciously perceive the information presented in the video, which appeals to useful habits, safety rules, universal human values, etc. We had the opportunity to investigate the specifics of the influence of the texts of Turkish social advertising videos on students, which are learning Turkish as a foreign language, taking into account the basic principles of writing texts, focusing primarily on the quantitative percentage of vocabulary remembered by students from specific social advertising video material. The **purpose of our study** was to determine the main methods of using social advertising videos in Turkish language classes and their impact on the development of students' skills in practical translation of audiovisual texts and the skills to build and implement an effective strategy for self-development and self-improvement, both in personal and professional life through perception, awareness and discussion of processed videos of social advertising.

The tasks that were set to achieve the set goal are as follows:

– to single out social advertising videos and describe their features in accordance with the thematic content of the Turkish language classes;

– to investigate the structure of the text of the selected social advertisement and the linguistic-stylistic features of the elements of the advertising text, which may subconsciously influence the student;

– to determine the peculiarities of the construction and effectiveness of the described video texts, methods and techniques of the audiovisual teaching method in general, special cases of combining teaching methods when using social advertising videos in Turkish language classes.

The object of the research is advertising video texts of social advertising thematically aimed at solving society's problems.

The subject of the study is the linguistic-stylistic features of the video texts of social advertising in Turkey, during the use of which there is an increased reaction of the students of education.

Social advertising videos distributed by social services on Turkish television and social advertising in popular social networks were used as **the source of material selection.**

To achieve the goal, were used such methods as descriptive, which allowed to solve the task with clarification of the main theoretical issues; comparative – for comparing the text of advertisements, determining the structural varieties of video texts of social advertisements; component analysis – for description and classification of video texts of social advertising according to the criteria of structural construction, methods of creation and effectiveness.

2. Theoretical background

Learning a language is a complex process in which teachers should use the latest technologies as often as possible to apply scientific knowledge in performing practical tasks that directly shape the student's communication skills during learning. The latest technologies

cannot be separated from society, because they have a social origin and arise from the needs of society. If educators want students to be technologically equipped, all changes and their professional training must be carried out within the curriculum, in our case, teaching Turkish as a foreign language. Audiovisual materials are used to stimulate and facilitate foreign language learning, and media include many styles of visual presentation to engage students in language learning. That is, all audio-visual materials make a positive contribution to language learning if they are used at the right time and in the right place, and provide communication with native speakers through audio and visual means.

Communicative competence enables a person to carry out information activities, that is, to receive, analyze, transmit information and receive a response. The use of video materials of social advertising promotes the implementation of a person-oriented approach in education, ensures individualization and differentiation of education, taking into account the level of students, their abilities and inclinations.

The use of video materials in Turkish language classes contributes to the realization of the requirement of communication technology to present the process of mastering the language by understanding the living culture of Turkey, individualizing learning and developing the motivation of students' speech activity. Another advantage of video materials is their emotional impact on students, so special attention should be paid to the process of forming a personal attitude to the materials used in the educational process. This is the main goal of the person-centered learning paradigm. Successful achievement of this goal is possible, firstly, with regular showing of video materials, and secondly, with their methodically organized demonstration. The use of videos in Turkish language classes helps to develop different activities of students, as well as their attention and memory. During the viewing of video materials, an atmosphere of joint informative activity prevails in the audience, which contributes to the growth of concentration of attention. The use of different channels of information perception has a positive effect on the longevity of language material storage. Psychological features of the influence of video materials on students contribute to the activation of the educational process and create favorable conditions for the formation of communicative competence. In our opinion, social advertising videos are an important group of video materials that can be used in foreign language classes. Social advertising videos are interpretive and clear, their visuals demonstrate sound judgment and enhance the understanding of the video text, heighten auditory acuity and illustrate the target language being used.

Paying attention to the fact that advertising is not just an informational message, but a product of high creativity and a response to society's request, it can be argued that social advertising is actually a type of communication aimed at drawing attention to current issues of society and its moral values, as well as actualizing the problems of society. Its purpose is the humanization of society, the formation of its moral values; its mission is to change the behavioral model of society *(Aktuğlu, 2006, p. 11)*.

Aktuğlu I. compares social advertising to a large magnifying glass. Even more so – with a telescope that separates individual fragments and details from our consciousness and enlarges them to magical dimensions. And quite often, looking through such a telescope, we lose our sense of proportion, and the offered goods and services begin to seem like a necessary part of our lives *(Aktuğlu, 2006, p. 12)*.

Turkısh social advertising is the subject of research by the following scientists: Aktuğlu İ., Akyol Ş., Özdemir H., Yılmaz E.G.

The tasks of social advertising are building the country's image, solving social problems of society, solving economic problems, achieving more harmonious relations in society,

solving social problems, such as: popularizing a healthy lifestyle, fighting poverty, violence, crime, environmental pollution; involvement in participation in public organizations, charitable actions, etc.

Taking into account Turkey, we can talk about a number of social problems that have developed historically, as the country has experienced a difficult path of its development and formation on the world political arena. We are sure that social advertising videos that can be used to improve foreign language communication skills of students can contain extralinguistic elements that will make students think about social issues.

3. Methodology

The use of video materials in Turkish language classes contributes to the realization of the requirement of communication technology to present the process of mastering the language by understanding the living culture of Turkey, individualizing learning and developing the motivation of students' speech activity. Another advantage of video materials is their emotional impact on students, so special attention should be paid to the process of forming a personal attitude to the materials used in the educational process. This is the main goal of the person-centered learning paradigm. Successful achievement of this goal is possible, firstly, with regular showing of video materials, and secondly, with their methodically organized demonstration. The use of videos in Turkish language classes helps to develop different activities of students, as well as their attention and memory. During the viewing of video materials, an atmosphere of joint informative activity prevails in the audience, which contributes to the growth of concentration of attention. The use of different channels of information perception has a positive effect on the longevity of language material storage. Psychological features of the influence of video materials on students contribute to the activation of the educational process and create favorable conditions for the formation of communicative competence. The teacher determines whether it is necessary to constantly include the video material in the educational process, or to use separate episodes, taking into account the relevance of the video material to the communicative situation included in the program of the subject related to the study of the Turkish language. The amount and nature of information should correspond to the amount and quality of information that a student, learning the Turkish language, is able to receive at the specified moment. The effectiveness of the use of video material in the educational process depends on the exact definition of its position in the educational system, on the coordination of the educational opportunities of the video material with educational problems, on the rationality of the work organization, and on the functional features of the video.

A survey conducted among students studying the Turkish language showed that the use of social advertising videos in Turkish language classes has a positive effect on the memorization of unfamiliar vocabulary due to the emotionality of the text presented for viewing. An experiment was conducted during several classes of the Turkish language with students who have a basic level of knowledge of the Turkish language: during the class, the students were offered educational materials related to various social problems in the form of ordinary texts, dialogues, audio recordings and videos of social advertising, before each class a dictionary with potentially unknown vocabulary for students was developed. In order to control the study of unknown vocabulary, a small vocabulary dictation was conducted in the next lesson, the results of which were quite surprising, because unknown vocabulary from a social advertising video was better remembered by students, as evidenced by the test results. After an experiment using

social advertising videos in Turkish language classes, we conducted a survey among students regarding the best text material used in the class that had an unknown vocabulary context that promotes better memorization of new words. The following table shows the results.

Videos of social advertising	0 Can't rate	1 Don't agree at all	2 Mostly don't agree	3 Partially agree	4 Mostly agree	5 Completely agree	The average score
1.1. Attracts students' attention more than other educational materials	0	0	0	0	1	9	4,90
1.2. Stimulates activity, creativity and independent work of students	0	0	0	0	0	10	5,00
1.3. The text of the educational material is modern and interesting	0	0	0	0	2	8	4,80
1.4.The language of the material is understandable and clear	0	0	0	0	2	8	4,80
1.5. Vocabulary of educational material is well remembered	0	0	0	0	0	10	5,00
1.6. Open access to educational material	0	0	0	0	0	10	5,00
1.7. The educational material encourages student reflection	0	0	0	0	0	10	5,00
1.8. The material has an acceptable volume	0	0	0	0	1	9	4,90
1.9. You can use the material without the teacher's comments	0	0	0	0	0	10	5,00
1.10. Can be used as homework	0	0	0	0	0	10	**5,00**

Fig. 1. Results of a student survey on the effectiveness of using social advertising video materials

4. Analysis of social advertising videos used for research

The inequality of social relations, the lower status of women in determining the state and family system is still considered one of the urgent problems of Turkish society. Turkish society, like most societies in the world, developed according to the pattern of male dominance, which gave rise to manifestations of sexism at all levels of its functioning. Adhering to the tradition that "a man is the head of everything, therefore a woman must obey a man", it was quite often possible to observe cruel manifestations of violence against women in Turkish families.
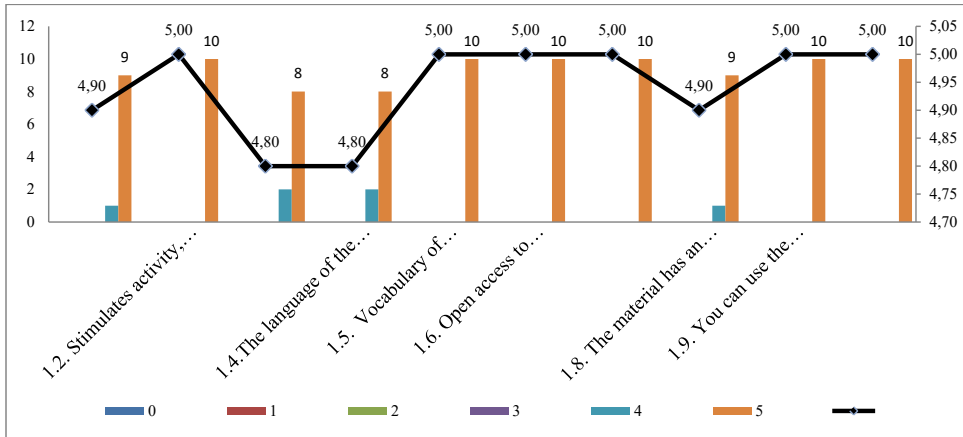
Fig. 2. Schematic figure of the results of a student survey on the effectiveness of using social advertising video materials

Moreover, according to the General Administrative Office of Turkey, in the hinterlands of Turkish villages, where the majority of the Turkish population does not have a high-quality education, there are egregious cases of honor killings of women. This kind of violence against women is completely unjustified and illegal, it embarrasses not only the world community, but also the entire Turkish population, which is characterized by its post-industrial and modernity. Social advertising helps to solve this primary problem.

Today, hundreds of brochures, posters, audio and video recordings are distributed by such associations as: Ministry of Family Affairs and Social Policy (Aile ve Sosyal Politikalar Bakanlığı), Family Support and Protection Center (Aile Koruma ve destek merkezi), Association for family and cultural society (Kültür Toplum ve Aile Derneği), Violence Monitoring and Prevention Center (Şiddet Önleme ve İzleme merkezi). For example, an advertisement that was released on the eve of International Women's Day with the support of Finansbank with the slogan «Anladıkça anlışırız» «We will along after we'll understand» became very popular.

From a linguistic point of view, this slogan is a simple statement of fact, but looking deeper, on a subconscious level, observers of this advertisement see in this text a solution to the problem of women's discrimination, because in any case, as this social advertisement says «we'll get along». The advertisement presented to the audience with the support of the Filli Boya company is also very popular to this day, the main text of which is based on the slogan «Bu topraklarda kadının hakkı var!» «Women also have rights on this earth!».

This ad makes a statement that should apply to everyone, with which it is impossible to disagree and which communicates a well-known truth in a favorable interpretation for the advertising message. This headline-slogan states something that the recipient already knows, but needs to repeat to himself through the ad copy.

 Turkish social advertising, which calls on men to respect women in a large-scale sense, unites individuals, in this case, the beautiful half of humanity, consumers in society, helps them feel part of one whole, after all, is one of the levers of public opinion formation, and the most expressive executor of these her tasks.

Social advertising aims to improve social attitudes in society, draw attention to important topics, or, on the contrary, warn people against certain actions. Therefore, social advertising does not necessarily carry a positive charge; very often flashy, terrible advertising is used, which scares, but at the same time warns and is quite effective. Such advertisements are usually produced by the Turkish Drug Addiction and Substance Monitoring Center (Türkiye Uyuşturucu ve Uyuşturucu Bağımlılığı İzleme merkezi). After reviewing dozens of advertisements of this union, we came to the conclusion that Turkish society really suffers from such a terrible problem as drug addiction. According to the data of the Main Administrative Office of Turkey, there is a large number of people who have drug addiction. Moreover, it would seem impossible, but drug addiction has affected even children. There have been recorded cases of drug use among students of lower grades.

One of the rather influential advertisements of the Turkish Center for Monitoring Narcotic Addiction and Narcotic Substances is an advertisement, which cries «Mutluluğınızü, sülüğınüzü, geğrekiinizı ve hayatınızı ınışım ile yok etmeyin» «Don't kill your happiness, freedom, future and your life with drugs» while showing the horrific life story of a young man who got addicted to drugs.

From a linguistic point of view, this slogan is a warning, it immediately demonstrates the possible consequences of the actions of the target audience, and also with its implication warns against starting the use of narcotic substances that can completely ruin a person's life.

The problem of drug addiction concerns the entire Turkish community, so social advertising is a weapon in the fight against drug addiction in Turkish society. Another prominent example of influential anti-drug advertising is the slogan posters distributed by Türkiye Kamusal Yönetim derneği (Corporate Governance Association of Turkey). The union uses such slogans as: «Kendini sevebilen, kendine inanan ve önem veren insandır» «A person who is truly able to love himself is a person who believes in himself and values himself»; «Ölümün denemesi olmaz!» «You can't back from death».

The text of these slogans provides an interpretation, a list of specific ways to implement the idea of the entire advertisement, while the title has already set up the recipient and intrigued him with the possible, and most importantly, the desired result. Thus, we have an inverted

structure, when the statement of the problem is moved to the background (or completely eliminated, it is understood from the context). The advertising text as a whole in this case completely depends on the wording of the title. Often in such constructions are used grammar forms of obligation, which motivate and call for certain actions or, on the contrary, warn against undesirable actions.

Türkiye Cumhuriyeti Sağlık Bakanlığı (Turkey's Ministry of Health) distributes a large number of solid advertisements related to bad habits in Turkey. Thus, last year 2015, with the support of the Ministry of Health of Turkey, an action took place on the central channels of Turkish television, which included a series of social advertisements broadcast with the slogan «Sigara Pişmanlıktır» «Smoking: Repentance».

In our opinion. it is a slogan-idiom, one of the ways of using well-known statements and fixed expressions. This is done by replacing certain elements, asserting values, appealing to known associations, calculated on the presence of background knowledge in the recipient and subsequent easy memorization of the phrase in the title. Under this slogan, the Ministry of Health of Turkey released a series of advertisements in which real people who suffered from the bad habit of smoking took part. Each of them briefly told their sad story about how smoking literally destroyed their lives, because some of them are already forever confined to a wheelchair or to an oxygen tank.

Another rather important and, in our opinion, urgent social problem in Turkey is the problem of car accidents. Based on the official data of the Main Police Directorate of Turkey, it can be stated that car accidents are also one of the social problems of Turkish society. About 168,000 accidents occurred in the country in 2015, resulting in the deaths of car passengers. To combat this problem, the Turkish General Police Department released a series of advertisements warning drivers about speeding, drunk driving, drowsy driving, etc. Our attention was drawn to the slogan «Emniyet kemerini tak, hayatta kal» «Fasten your seat belt, go on living».

In our opinion. such a title-slogan can be considered combined. The peculiarity of such headings is the combination of two basic writing techniques at once, namely, an assertion and its consequence. In this case, the headline acquires greater semantic independence and is not only a preamble to understanding the main text of further advertising, but a self-sufficient logically complete statement.

Based on the developed theoretical material, we determined that the text of social advertising videos is a rather relevant subject of scientific research, as they are determined by the needs of modern Turkish society. On the basis of the developed practical material, we can claim that the linguistic aspects of social advertising in Turkey widely influence the understanding and analysis of advertising by the recipient in general. Our study, which examines the

educational aspect of Turkish social advertising, demonstrates the positive impact of such video products on foreign language learners.

5. The role of a teacher

Obviously, the practical structure of using video in the classroom is quite convenient; the teacher can enter the process whenever he wants, he can stop, start and rewind to repeat the recording when necessary. In addition, the student can focus on the language in detail and interpret what is said, repeat suggested phrases or sentences, predict the answer, etc. The learner can also focus in detail on the visual cues for the proposed meaning, even without fully understanding the language, one can guess what the video is about with the help of the visual cues.

In order to organize effective viewing of video material, attention should be paid to preliminary preparation for watching the video, correct formulation of the educational task based on the video material, correct perception of information by students and control of understanding of the presented material. Preliminary preparation for viewing video material involves informing students about its title; you are invited to express your assumptions about the main content and possible characters; new lexical material must be introduced to understand the content of the video, the introduction of lexical material must precede the demonstration of each part of the video material; special attention is paid to the various artistic means and proper names used in the video material *(Kumar & Vigil, 2011, p. 148)*.

Control and understanding of the presented material is an integral part of the educational process, which should also be present during the use of video materials in Turkish language classes. The teacher can offer such educational tasks as: choose the correct answer from the proposed ones, arrange the phrases according to the plot of the film, divide the film into logical parts and choose a title for each of them, connect the following statements with the characters of the film, connect the following events with a place that appears in the video material, name the participants in the following dialogues, choose one correct option to continue the phrase, etc.

In order to develop speaking skills, you can stimulate communicative activity with the help of various tasks. You should start with the usual discussion of the dynamics of the plot, the features of the appearance of heroes, characters and actions. You can use the following types of tasks: describe the place and time of the action, remember the names of the main characters of the film, describe the appearance of the main characters of the film, express your opinion about the characters, restore the chronology of events, share general impressions about the video material, formulate the problems raised by the authors, etc. Next, we proceed to the discussion of the problem *(Fauzi, Damayanti & Ilahi, 2017, p. 49)*.

The teacher should stimulate students' oral statements not only about the content of the video material, but also about its problems and ideas. Take, for example, the translation of a short social advertising film in a Turkish language class. The following types of questions and tasks can facilitate its discussion. How do you characterize the action time? What do you know about the setting? What associations does this scene evoke? What emotions do the characters of the film evoke? Why? Which character from the film's heroes is closest to you? If you were in the place of the characters of the film, what would you do in this situation? Predict the next sequence of events. What problem do you consider the most important? If you were a director, how would you illustrate such a problem in your film? To solve each task, students must know not only the general content of the video film, but also remember the details, as well as be able to evaluate the events, give a description of the characters, using the words and expressions used in the film *(Fauzi, Damayanti & Ilahi, 2017, p. 51)*.

Video used in the classroom should be interpretive and clear. Visuals should demonstrate sound judgment and enhance understanding, heighten auditory acuity, and illustrate the target language being used. Teachers, when showing video materials in Turkish language classes, should avoid the use of distracting factors, oversaturated and unclear stimuli. Visual aspects are not effective in the learning process when the visual image is too small, when the video does not play well or the picture is far from the text illustration, when the material contains irrelevant subtitles, when the video is overloaded with information related or unrelated to the picture and when the picture has no aesthetic meaning. A visual cue can be accompanied by a written cue to focus attention on the subject, character, or event being fleshed out. If the video clip is to be used in the audience to improve listening comprehension, it should be shown in segments rather than as a whole. These segments should be separated to use macro and micro listening skills from the audio component of the video. There is little, if any, empirical evidence to suggest that videos shown as a whole improve students' understanding of the material presented, as visualization may help to understand the script or the overall plot of the video, but it may impair understanding of individual messages offered in the video as well. In fact, constant visual stimuli can impair the auditory component. According to our observations, when watching the video that was offered during the Turkish language class, the attention span of the students decreased somewhat. The first signs of distraction in the group appeared after the first minute, and by the end of four minutes distraction had spread to a third of the students in the audience. In the video condition, a few more students were distracted after six minutes, most students still lost concentration after ten minutes, and about a third of them continued watching until the end.

Despite the above-mentioned shortcomings, we believe that the use of video of the social advertising materials in Turkish language classes is a rather important auxiliary tool for the teacher, which allows you to immerse yourself in the language environment and improve the communication skills of students. Video materials help students become active in class. Frequent opportunities to pause, interpret, discuss and replay allow learners to be fully involved in the learning process, so watching videos in Turkish language classes is a great alternative to traditional lectures and note-taking.

As in many Turkish language teaching situations, the teacher plays a key role in using video as a teaching aid. In order to create a successful language learning environment, the teacher must actively interact with students, as he is the controller, evaluator, organizer, prompter, moderator and participant in the learning process. It is also important to prepare the teacher to present video materials in class. In order to ensure students' correct understanding of certain language aspects used in the video material, it is advisable to prepare an overview of possible unfamiliar vocabulary, as well as grammatical constructions encountered. After watching the video, it is necessary to make a mandatory analysis of the studied material, namely: to determine the percentage of understanding of the text of the video, the teacher can offer to perform various written tasks related to it, a collective discussion in the audience or a concise retelling is possible.

6. Conclusions

The main source of the emergence of social advertising is social life, which is full of conflict situations and opposition at the level of social groups and therefore urgently needs creative stimuli and processes. All over the world, social advertising is an important component of the worldview and moral health of society. It is not easy to single out social advertising among

various types and subtypes of commercial and political advertising. Its goals and objectives were often mixed with the goals and objectives of other types of advertising, as well as journalism. Unlike commercial advertising, the information contained in social advertising is not new. On the contrary, the more the addressee of social advertising is aware of the topic of the social message, the more acutely he reacts to it, the more effective the campaign is. Social advertising is characterized by such criteria of psychological effectiveness as memorability, attractiveness, informativeness, that is why to improve the communication skills of students studying a foreign language, the use of social advertising as one of the types of audiovisual materials for learning is not only a way to once again attract the attention of students to the urgent needs of society, but also to help them remember text content, in particular, previously unknown vocabulary in an interesting format. The emotional component of advertising influence determines the emotional attitude to the object of advertising information: whether the subject relates to it with sympathy, antipathy, neutral or contradictory, this is what subconsciously affects the students of education and such educational material is easier to remember.

The study of linguistic and thematic aspects of advertising activities involves the analysis of those aspects of it that cause a person to have an emotionally colored attitude to advertising and to the product itself, which ultimately shapes the behavior of society, which is why the successful choice of the title of social advertising directly affects its further perception.

The text in Turkish social advertising videos attracts the attention of the consumer of advertising, a wide audience, thanks to it the entire verbal series is well remembered, its main idea is precisely the problem that the author highlights. Authors of advertising headlines influence the consumer with the help of linguistic techniques. Very often in the advertising text you can find a rhythmic construction of the text, sometimes the authors of the advertising texts resort to the use of idioms, they make the headline brighter, more emotional, more expressive. Often, ad creators use a question in the headline, and a question always requires a correct answer.

Currently, both in Turkey and around the world, a lot of attention is paid to the question of the place and role of social advertising in the life of society. The need to solve social problems in countries increases the significance of this type of advertising and sets the task of its further development. Creative social advertising is designed to promote a highly moral way of life and call people to kindness and care. The thematic orientation of Turkey's social advertising raises such issues as: bad habits, homelessness, traffic accidents, domestic violence, women's rights, environmental protection and others, which are directly relevant topics for discussion in a foreign language in Turkish language classes.

Possessing a high potential in the formation of social values, modern Turkish social advertising is diverse both technically and creatively. Such diversity is explained by the desire of social advertising to influence the human consciousness. That is why, in the process of its creation, the methods of the linguistic approach are actively used, which are based on the general principles of psychology, the work of consciousness and subconsciousness, the peculiarities of visual, auditory, and associative perception of the environment by a person.

As in many Turkish language teaching situations, the teacher plays a key role in using video as a teaching aid. In order to create a successful language learning environment, the teacher must actively interact with students, as he is the controller, evaluator, organizer, prompter, moderator and participant in the learning process. It is also important to prepare the teacher to present video materials in class. In order to ensure students' correct understanding of certain language aspects used in the video material, it is advisable to prepare an overview of possible unfamiliar vocabulary, as well as grammatical constructions encountered. After watching the video, it is necessary to make a mandatory analysis of the studied material, namely:

to determine the percentage of understanding of the text of the video, the teacher can offer to perform various written tasks related to it, a collective discussion in the audience or a concise retelling is possible.

The results of the research can be used in the teaching of the Turkish language, the methodology of teaching the Turkish language as a foreign language, the practice of translation and other disciplines. This topic has not been studied in detail in the field of world Turkology and needs further research.

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SOCIOCULTURAL BACKGROUND AND THE SEMANTIC CHANGE OF THE CONCEPT CHOICE (a case study poetic texts by John Keats)

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Summary
The aim of the paper is to prove the hypothesis: the conceptual schema *Choice* verbally embodied into the text is formed on the basis of interpretation of conceptual structures represented by socio-cultural experience. The article deals with the concept of *Choice* in terms of its history, etymology and change. The author tries to analyse the concept of *Choice* and to compare it with original meaning and different opinions in order to clarify it. The relevance of the paper is due to the need to identify the common and specific features in poetry of John Keats. And also the interrelation of language and context, which will promote the better understanding of the rational worldview reflected in the linguistic pictorial version of the universe. The relevance of my topic is also confirmed by the fact that raised understanding as a cognitive choice that is hard for everyone to make, which carries with it many consequences, which disposes of the concepts of imposition of good and evil, dark and light, freedom and slavery, life and death. The concept *Choice* is a central category of philosophy. It expresses ideas about human existence. It is the level of all that is positive and all that is negative in human life. Through the prism of this concept, human actions are evaluated.

Key words: mentality, reference, semantic change, concept, categorization, cognition social setting, national character, communicative behavior.

1. Introduction

Conceptual learning, originally described as a form of higher order learning and considered the cornerstone of human cognition, is an ability that can be attributed to the written literature based on a rich data set covering various forms of conceptual problem-solving. Several forms of conceptual learning have been demonstrated in literature to date, and further ones may also add new forms to the list of concepts a reader can master.

The fact that exploring the concept of choice enables the acquisition of the ability to handle comprehension problems that lead to answers makes understanding cognitive exceptions. Other concepts that also have salient features, such as navigating a mental place in a structured environment, associated learning and memory skills, and frequent poetic activity, may be capable of comparable results.

Human beings think in terms of concepts. Concepts enter into different relationships and form a system of interconnected mental images. The totality of concepts organizes the concept sphere, by which one can judge the mental model of reality reflected in the linguistic cognition and in the language of specific native speakers *(Barsalou, 2005: 310)*. The concept, like many complex scientific phenomena, is not unambiguously interpreted in language science at the present stage of its development. Many issues related to the theory of concepts remain debatable *(Lakoff, Johnson, 1980: 35; Pinker, 1999: 12)*.

The choice paradigm is to approximate the problem of human world perception and world understanding and understand the algorithms of reality categorization, stereotyping and conceptualization by means of natural languages and comprehend ways and methods of knowledge representation.

The semantic background and applicability of the key word is quite broad. This fact is reflected in the proverbs, phrases and poems we have examined, which are the most reflexive in the consciousness and cultural space of the people. The analysis revealed the predominance of abstract, mostly abstract meanings in the proverbs and poems of the authors presenting the concept, which allows us to conclude about the powerful, thousands of years of formation in the national consciousness *(Baldinger, Wright, 1980: 18–21)*.

The period of approval of the term concept in science is associated with a certain arbitrariness of its use, blurring of boundaries, mixing with terms close in meaning or in linguistic form. In this regard, it is necessary to clarify the definition of the term. The Lexicon UK Dictionary gives the following definition: *concept* (from Latin *conceptus* – thought, concept) is the semantic meaning of a name (sign), i.e. the content of a concept, the object of which is the object of this name. At the first sight, the lexical meaning of a word may be called a concept. However, it is now considered already proven that the meaning of a word in a dictionary entry is presented as "insufficient, narrow, far from cognitive reality and even inadequate" *(Baldinger, Wright, 1980: 18–21)*. Through the prism of this concept, human actions are evaluated.

The issue of *Choice* has been studied by Schwartz, Barry, Rosenthal, Edward, Todd P. M., Iyengar S.S., Eger E.A., Fodor J. A. A recent analysis of the literature on *Choice* congestion puts these kinds of studies into doubt. On many occasions, the studies have found no effect of *Choice* sets on people's convictions, sentiments and attitudes. That the predominant reporting points of human activity, in general the impact of too many *Choices* is minimised in different peoples' activities *(Halliday, Hasan, 1976: 49–51; Grice, 1975: 45; Fodor, 1998: 25)*.

The word *Choice* was Romanized by Gothic word (which means – to taste) which as a result became Franconian *"kausijan"*. The Merriam Webster Dictionary tells us that the *Choice* is "the act or power of choosing". Middle English *chois*, from Anglo-French, from "*choisir*" ("to differentiate, see distinctly"), to choose, of Germanic origin; akin to Old High German *kiosan to choose (Wierzbicka, 2003: 16–19)*. Also in terms of coordinates – *cyre* which is derived from the Proto-West Germanic "*kure*" (to test, choose) which can mean *Choice*; *free will*; election *(Keller, 1994: 41–43; McMahon, 2000: 17)*.

There's a quote in the Art of Choosing: *What is freedom? Freedom is the right to CHOOSE: the right to create for oneself the alternatives of Choice. Without the possibility of Choice a man is not a man but a member, an instrument, a thing (Deik, Kintsch, 1983: 56–61; Beaugrande, 1981: 56). Everything can be taken from a man but one thing: the last of the human freedoms – to choose one's attitude in any given set of circumstances, to choose one's own way.* Each moment is a *Choice*. No matter how frustrating or boring or constraining or painful or oppressive our experience, we can always *choose* how we respond. And I finally begin to understand that I, too, have a *Choice.* This realization will change my life *(Wierzbicka, 2003: 26–29)*.

In this paper, we will look at the concept of choice from a cultural perspective. The interest in this concept has a rather distant origin from linguistics, as it arose in connection with the gaining momentum. Every person, who has seen the consequences of choice, knows that "one cannot build happiness on another's choice", moreover, many people are also aware of the fact that choice is one of the sources of meaning of one's own life. However, there are too many facts in real life that suggest otherwise.

Remembering that a huge proportion of information comes to us through words thinking is not just dependent on language in general but is determined by language. The use of proverbs, proverbs and poems provides a more complete picture of the concept, as these units contain a huge layer of cultural information; they enshrine traditional ideas, valuation norms and stereotypes, and behaviour patterns.

Human beings think in terms of concepts. Concepts enter into different relationships and form a system of interconnected mental images. Each language has its own system of concepts through which speakers perceive structure, classify and interpret the flow of information coming from the outside world. The totality of concepts organizes the concept sphere, by which one can judge the mental model of reality reflected in the linguistic cognition and in the language of specific native speakers.

Every person who lives their life and has their own worldview has their own view of what is a right *Choice* and what is a wrong *Choice.* According to Deik and Kintsch in most cases the process of making the right *Choice* will involve the following steps:

1. The certainty of one's goal. 2. An assessment of the importance of each objective. Preconceiving all the options in mind. 3. Assess whether each option is likely to lead to a goal. 4. Choosing the winning option. Later, use the results of the *Choice* to adjust the goals, the importance you attach to them and the way you assess future opportunities *(Deik, Kintsch, 1983: 48–51; Edwards, 1997: 34).*

The simplicity of John Keats's narrative is a strong asset with which he demonstrates both reality and unreality. The language of his works is elementary. John Keats infrequently uses elaborate allegories. His manner captures not only the imagination, but also the hearts of his audience. His epistle is timeless: man is in a constant search for himself. In this search man meets Good and Evil, which always go hand in hand.

2. Explanation of the concept and its functionality

The term *concept* has been used for quite a long time by scientists working in the field of cognitive linguistics (Brown and Levinson, Ray Jackendoff, Ronald Langacker, Steven Pinker, etc.). In linguistics, the term *concept* was borrowed from English-language literature (mid-1970s), when the problem of adequate translation of the term in the works of R. Schenck, W.L. Chafe, B. Russell, Putnam was raised *(Brown, Levinson, 1987: 74–76).*

Cognition is the process of acquiring, storing and retrieving information.

Concepts are mental representations of a class of category or just a group of objects, people or events or other things, it seems the purpose of having concepts is to help us organize our thinking so that we can classify different important things in our lives, it certainly helps us in our ability to effectively and efficiently communicate information about effectiveness, in short the definition of a concept term can simply be an idea representing a group of objects or events. Such linguists as T.A. van Dijk, W. Kintsch, R. de Beaugrande, A. K. Halliday, and R. Hasan have contributed in this area *(Deik, Kintsch, 1983: 56–61; Beaugrande, 1981: 56; Halliday, Hasan, 1976: 49–51).*

This is what it would look like now, how we get these concepts through two basic methods, so there are two types of concepts that we can develop in a more formal way, so these are concepts that are clearly defined by a set of rules or some type. And also there is a more common way that people develop their concepts naturally, so natural concepts are only learned through our everyday experience. That's how we build our concept, but we also have a higher level of conceptual organization, and we have categorical concepts *(Keller, 1994: 45–47).*

Now, it's more taxonomic choice, because purpose and choice clearly fall into the same taxonomic category, and just by doing experiments like this, we were able to find out that you know through things like education, people tend to lean more towards taxonomic now each individual concept also has two different types of meaning, they have denotative meaning or connotative meaning.

In the 1970s, Brown and Levinson's theory of politeness was introduced. Politeness is more than just please and thank you, it's actually a deep concept in communication theory and in how communication works and reveals a tremendous amount about, the relationship between people. Now, politeness looks a little different depending upon where you go, but we all want to be treated politely. And so when we're talking about difficult topics, if we use politeness it'll be that much easier. So that's why we have to talk about this notion of face *(Brown, Levinson, 1987: 79–83).*

Positive face is where we want to be esteemed and admired and looked up to and respected by the people around us. That's how we want to be seen in a positive light. There's also a negative face and, a negative sense we want to be free from people imposing on our freedom, on our ability to make choices and on our decisions, because if someone is able to impose on us and take our choices away that diminishes us. That lowers our position in the group socially. So we need both positive and negative face to be in place for us to feel like our face needs are met. So having these concepts of politeness and face and using these in our difficult conversations will make it much easier to talk about hard things *(Brown, Levinson, 1987: 89–93).*

Here's how Keller puts it in the forward to Brown and Levinson: "A major reason for (interest in politeness), as the authors define it, is basic to the production of social order, and a precondition of human cooperation, so that any theory which provides an understanding of this phenomenon at the same time goes to the foundations of human social life" *(Keller, 1994: 56–63; Copeland, 1984: 32).*

Concepts, as interpreters of meanings, lend themselves to further refinement and modification all the time. They are realizable entities only at the beginning of their emergence, but then, being part of the system, they are influenced by other concepts and change themselves. Take, for example, such a sign as 'red', which, on the one hand, is interpreted as a sign of colour, but on the other hand, is split up by indicating its intensity (scarlet, purple, dark, red...) and enriched by other characteristics. Indeed, the very possibility of interpreting different concepts in different ways shows that both the number of concepts and the amount of content of many concepts are unceasingly subject to change.

In cognitive linguistics which deals with the ways of acquiring, processing, storing and using information that has been verbalized the data obtained from the other fields of research (cognitive psychology, psycholinguistics, semiotics, ethnography, etc.) are widely used in case these data help to explain language phenomena. And, vice versa, the results obtained by cognitive linguistics can become helpful for some other domains of science. In general, all the branches of cognitive science are to be contributed by joint effort to solving the most urgent problem: to verify the principles underlying the structures of human thought, especially the core of it manifested through language *(Deik, Kintsch, 1983: 66–71; Beaugrande, 1981: 76; Halliday, Hasan, 1976: 59–61).*

As we know language is an integral part of cognition which reflects the interaction of cultural, psychological, communicative, and functional considerations, and which can only be understood in the context of a realistic view of conceptualization and mental processing. The cognitive analysis of my paper includes the structural characteristics of natural language categorization and the relationship between language and thought. And our analysis also coincides with an analysis of discourse *(Deik, Kintsch, 1983: 68–71; Edwards, 1997: 87).*

There are such main principles that delineate the idealized traditional conception of concepts as: 1) concepts are sub-components of thought contents. Such contents type propositional mental events and abilities that may be common to different thinkers or constant in one thinker over time; 2) in being components of thought contents, and ways of thinking, concepts are representational or intentional; 3) definitions associated with concepts fix necessary and sufficient conditions for falling under the concept. They give the essence, or if not essence at least the most fundamental individuating conditions, of the entities that the concept applies to; 4) concepts are commonly expressed in language. They constitute meanings of the speaker's words *(Wierzbicka, 2003: 96–99)*.

John Keats's narrative simplicity is the powerful instrument with the help of which he shows reality and non-reality. The language of his works is simple. John Keats seldom uses complex allegories. His style captures not only the imagination but also the hearts of his readers. His message is an eternal one: human being is in a constant searching of oneself. During this search a person meets the Good and the Evil, which are always going hand in hand. We cannot determine what the Good is in its universal sense and how could it be that the Good can cause more the Evil than the Evil itself. So how does it work? If we ask anyone to determine these two everlasting notions as the Good and the Evil, we will see that it is not easy to combine all the aspects of them into one full concept. Many men many minds, with time the cognition of these notions may be changed as human minds are changing constantly.

3. The concept as the backbone of the worldview

A worldview, that one might call the concept of awareness of the world, is the backbone of both personal and public consciousness. The language, moreover, fulfills a cognitive requirement. The worldview can vary from person to person, e.g. from one era to another, from one social or age group to another, from one area of scientific knowledge to another, etc. People speaking different languages may have close worldviews under certain conditions; meanwhile persons speaking the same language may have different worldviews *(Copeland, 1984: 48; McMahon, 2000: 49–51)*.

Consequently, the universal, the ethnic and the personal interact in a conceptual picture of the world. Language, tradition, nature and landscape, nutrition, learning and other social factors influence its formation. A worldview can be coherent, such as a mythological, religious, philosophical or physical worldview, and it may also represent a piece of the environment, i.e. it may be situated locally *(McMahon, 2000: 85)*.

The image concepts of the universe are the identical for many people, as the individual way of thinking is the one. Country-specific language images of the universe are merely their various 'colours'. The world view mirrors the national worldview and can be expressed in units of language at various levels.

The system of "To Autumn", which forcibly enters the poetry with a cycle of poems in "John Keats: Selections" (1820), constitutes a new understanding of the image, which subsumes Keat's early symbolism poetics and its imagistic tempering; and the system draws so heavily on artworks for its explanations of historical and supernatural processes that one may suppose that aesthetic reflection has generated a spiritualist pseudo-poetics *(John Keats: Selections, 2010; Collected Poems and Two Plays of John Keats, 1966)*.

Since human perception of the universe is not free from mistakes and delusions, its worldview is constantly changing, being redrawn, and the worldview of language still retains

traces of its mistakes and delusions for a long time to come. The worldview encoded by linguistic semantics may in time prove to be to some extent a relic, a relic, obsolete: the sun goes down, it rains.

Or another example: quite often someone uses the phrase 'spirit soars' to indicate and express a state of emotional elation, not realizing that this means of expression is connected with archaic ideas about the availability of a life-giving substance – a soul, which was thought in the mythological worldview in the form of steam and could leave the body, rising to the sky.

When dealing with the issue of the relationship between the perceptual and linguistic worldviews, linguists try to establish how certain conceptions are shaped. Linguists have identified a set of basic cognitive categories that are global because they reflect a cognitive experience shared by all. These universal concepts include space, time, number, friendship, etc. *(Wierzbicka, 2003: 87)*.

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4. The sociocultural background of the cognitive aspects of semantic change

The historical images are subordinate to the author's conception. For the author John Keats, the events of the civil movement and the outbreak of war are a repetition of another troubled time, the realization of a metaphysical confrontation between good and evil, where historical images, as well as fictional ones, are meaningful.

The confrontation between good and evil is fierce and has many deaths, personal dramas and tragic consequences for the people and the country. These events served as the beginning of the lurking in the past, summoning the element of evil to the will. The struggle between good and evil is again sharpened to the point where the line between justice and injustice, victory and defeat is blurred.

An irresolvable socio-historical conflict ensues, accompanied by social suffering and the collapse of the values necessary for life. So the conflict between good and evil expresses the tragedy inherent in the whole people, where the green and the red are parts of the same whole. So much of the vitality of the early conception and preparation of the play was lost in the 'tapestry' (Keats's word) that resulted.

John Keats narrative simplicity is the powerful instrument with the help of which he shows reality and non-reality. The language of his works is simple. John Keats seldom uses complex allegories. His style captures not only the imagination but also the hearts of his readers. His message is an eternal one: human being is in a constant searching of oneself. During this search a person meets the Good and the Evil, which are always going hand in hand. We cannot determine what the Good is in its universal sense and how could it be that the Good can cause more the Evil than the Evil itself. So how does it work? If we ask anyone to determine these two everlasting notions as the Good and the Evil, we will see that it is not easy to combine all the aspects of them into one full concept. Many men many minds, with time the cognition of these notions may be changed as human minds are changing constantly. One of the most important and absolutely necessary parts of human's creative process is acquiring knowledge: "*At best, only a limited value, In the knowledge derived from experience. The knowledge imposes*

a pattern, and falsifies. The only wisdom we can hope to acquire. Is the wisdom of humility: humility is endless?" (John Keats: Selections, 2010: 131).

Choice, according to the above-mentioned classification is characterized by a feature of restriction. *Choice* is the whole that serves for the part of this world, for the person. So, the person and especially his heart is that container for the content *Choice* that produces the struggle against the whole world. *Choice* is the impulse for the human to continue the eternal search for the Good. Undoubtedly *Choice* is not separated from the world, it exists in this world and the place for its search is the world itself. And the exact place for it we find in the human's heart. The results of this invisible fighting can be controlled by the human's heart. The results of this invisible fighting can be controlled by the human's heart only, whether it fails or wins. The author expresses his own attitude to the concept *Choice* in the following lines: *"Grant us thy peace. I have walked many Years in this city. Kept faithand fast" (John Keats: Selections, 2010: 171).*

The author doesn't use the word *Choice* any more, but in one of his works, *"To Autumn",* we can find many expressions. They emphasize the author's religious belief, for example: *"... And pray to God to have mercy upon us. Lord , I am not worthy" John Keats: Selections, 2010: 185).* So, we may conclude that *Choice* causes the effect of never ending struggle and keeps the hope in person's power alive. *Choice* comprises the features of pejoration, exaggeration and expressiveness being concentrated in this notion. Linguistic world is a mode of reflection of reality in the consciousness of human beings: it means perception of this reality through the prism of linguistic, cultural and notional peculiarities; peculiar to a certain linguistic group of people; and interpretation of that world while following the national conceptual and structural cannons.

Thus, the concepts that govern our thoughts are not just matters of the intellect. The concepts structure what we perceive, how we get around in the world, and how we relate to the others. Our conceptual system thus plays the central role in defining our reality. Since communication is based on the same conceptual system that we use in thinking and acting, language is an important source of evidence for what that system is like.

5. Conclusions

The work of John Keats is a remarkable page in the history of the English-language poetry. He dreamed of freedom for a person in his own way, without being radical: as a symbol of a return to origins, of spirituality. The more choices people have, the more freedom they have, and the more they feel free, the more prosperity they have.

The duality of human nature, in the presence of human free will, is the only factor in the generation of both good and evil. There is neither good nor evil as such in the universe, but there are laws of nature and principles of the development of life. All that is given to human life is neither good nor bad, but becomes one or the other depending on how each of us applies the given abilities and needs. Incarnating from life to life in all sorts of conditions, positions and states, man eventually reveals his true face, revealing either the divine or demonic aspect of his dual nature. The whole point of evolution is precisely that each one must show whether he represents a future god or a future devil by exposing one side of his dual nature, namely, the one which corresponded to his aspirations either towards good or towards evil.

The poet showed us that everyone makes their own destiny, and it is up to them to decide whether it will be good or evil. If we do well, evil will leave our souls forever, and the world will become a better and kinder place. Yeats in his work was able to encompass many issues

that concern us all. About man's responsibility for the good and evil that is done on earth, for his own choice of life's paths leading to truth and freedom or to slavery, betrayal and inhumanity, about all-conquering love and creativity that lifts the soul to the heights of true humanity.

Thus, to the core of the concept *Choice* we include the meanings 'symbol of infinity', 'source of dispute', and 'manifestation of man', because they are the most frequent in foreign proverbs and poems of the authors.

Developed within the framework of the concept in semantic topic, the concept in the semantic theme sheds light on their complex character, contribute to understanding of their structure, content, destination, and as a whole help to understand the originality of the conceptual meaning of culture. It is safe to say that development of the most complete typology, taking into account substantive, structural, functional features of concepts, their dynamic character, discursive and stylistic affiliation, is one of the most actual research tasks of modern linguistics.

Thus, the paper is devoted to the conceptual peculiarities of the social English-speaking communication culture representatives. Attention is focused on the concepts of *choice, good* and *faith*, which constitute the background of the basic value of English guidelines. The author examines linguistic means that are constantly being used for realization of mentioned concepts in practice. All the verbally embodied components of the concepts *choice* and *faith* are analyzed on the basis of interpretation of conceptual structures represented by socio-cultural experience.

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BILDUNG SOZIALER INTERAKTIONSFÄHIGKEITEN IM PROZESS DES SPORTUNTERRICHTS IN EINRICHTUNGEN DER ALLGEMEINBILDENDEN SEKUNDARSTUFE IN DER UKRAINE ALS PÄDAGOGISCHES PROBLEM

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Abstrakt

Es ist erwiesen, dass in der Ukraine heute die Methodik zur Verbesserung der sozialen Interaktionsfähigkeiten im Prozess des Sportunterrichts in allgemeinbildenden Bildungseinrichtungen unzureichend entwickelt ist. In diesem Artikel wird die Bedeutung der Begriffe „soziale Interaktion" und „Fähigkeiten zur sozialen Interaktion" untersucht. Es werden Arten sozialer Interaktionsfähigkeiten beschrieben, ihre Merkmale angegeben und Möglichkeiten zur Verbesserung dieser Fähigkeiten erörtert. Es wird deutlich, wie diese Fähigkeiten jungen Menschen bei der Lösung verschiedener Probleme in der Schule und im Alltag helfen können und dass Körperkultur heutzutage für die Gesellschaft von großer Bedeutung ist, deren soziale Rolle einen wichtigen Wert darstellt. Wie Sport die sozialen Beziehungen im Klassenzimmer, in der Schule und im Alltag verbessern kann. Dass negative soziale Beziehungen wie Feindschaft, Verrat und Misstrauen unter der Jugend abgebaut werden sollen, stattdessen sollen Harmonie, Vertrauen und Freundschaft entstehen. Konzentrieren wir uns auf die Tatsache, dass Körperkultur ein komplexes soziales Phänomen ist, das sich nicht auf die Lösung von Aufgaben der körperlichen Entwicklung beschränkt, sondern auch andere soziale Funktionen zur Schulung der erforderlichen Fähigkeiten erfüllt (*Goncharova, 2022*). Lassen Sie uns moderne Probleme der Entwicklung der sozialen Interaktion im Prozess des Sportunterrichts in der Ukraine identifizieren. Wir werden betonen, wie wichtig es ist, das soziale Umfeld in jeder Klasse und für jeden Schüler individuell zu analysieren, um bessere pädagogische Ergebnisse zu erzielen, junge Menschen schon in jungen Jahren in einen gesunden Lebensstil einzubeziehen und das Interesse der Schüler zu steigern. Daher besteht eine der Hauptaufgaben moderner ukrainischer Bildungseinrichtungen darin, die Schüler auf ein erfolgreiches Leben vorzubereiten, sodass ihr Mechanismus zur Anpassung an Lebensveränderungen durch die Beherrschung der Grundfähigkeiten der sozialen Interaktion vorbereitet wird.

Schlüsselwörter: soziale Interaktionsfähigkeiten, Bildungssuchende, Sportunterricht.

1. Einführung

Die vorrangige Richtung der Modernisierung der modernen Bildung ist die harmonische Entwicklung der Persönlichkeit. Gleichzeitig ist der Sportunterricht ein integraler Bestandteil der Allgemeinbildung und eine Unterrichtsstunde in Körperkultur ist eines der besten Mittel zur Verbesserung der sozialen Interaktionsfähigkeiten.

Unter Berücksichtigung der europäischen Erfahrungen der Modernisierung des Bildungswesens, wo die harmonische Entwicklung der Persönlichkeit eine vorrangige Richtung der Staatspolitik ist und der Sportunterricht ein integraler Bestandteil der Allgemeinbildung ist,

wo eine Unterrichtsstunde im Sportunterricht eines der besten Mittel dafür ist Um die Fähigkeiten zur sozialen Interaktion zu verbessern, müssen wir die besten europäischen Bildungserfolge nutzen und das Sportprogramm an ukrainischen Schulen verbessern, um eine bessere Bildung sozial orientierter Jugendlicher zu erreichen. Eine Sportstunde ist eines der besten Mittel für eine harmonische und umfassende Persönlichkeitsentwicklung, verbessert die Sozialisierung junger Menschen, verbessert die körperlichen und psychischen Qualitäten und verbessert die Kommunikationsfähigkeit in der Gesellschaft. Aus diesem Grund sollte die Entwicklung der Körperkultur und des Sports in unserem Land in der Staatspolitik an erster Stelle stehen, denn Sport stellt nicht nur Möglichkeiten zur körperlichen und sportlichen Verbesserung dar, sondern trägt auch zur moralischen, ästhetischen, intellektuellen und arbeitsbezogenen Bildung bei soziale Fähigkeiten entwickeln. Die erfolgreiche Beherrschung sozialer Interaktionsfähigkeiten steht in direktem Zusammenhang mit dem akademischen Erfolg der Studierenden, die sich besser an alle Arten von Lebensherausforderungen anpassen und erfolgreich neues Wissen erlernen können. Durch die Entwicklung sozialer Interaktionsfähigkeiten lernen die Schüler Freundschaften, Selbstbeherrschung und Selbstmotivation *(Pukallus, 2019)*.

Der Sportunterricht erfüllt jedoch nicht immer die Aufgabe einer harmonischen und umfassenden Entwicklung der Schüler und der Ausbildung konstruktiver sozialer Kompetenzen. Dies ist auf die unzureichende theoretische Begründung der Struktur und Mittel des Bildungsprozesses sowie auf das mangelnde Verständnis praktizierender Lehrer für den zielgerichteten Prozess der Ausbildung sozialer Interaktionsfähigkeiten im Sportunterricht zurückzuführen *(Mazin, 2022)*.

2. Grundlegende Begriffe und Definitionen

Der Zweck. Die Klärung der Begriffe „soziale Interaktion" und „soziale Interaktionsfähigkeiten" rückte in den Mittelpunkt unserer Forschung. Bei der Umsetzung dieses Ziels werden die organisatorischen und pädagogischen Voraussetzungen für die Ausbildung sozialer Interaktionsfähigkeiten im Prozess des Sportunterrichts in allgemeinbildenden Bildungseinrichtungen, deren Merkmale und Verbesserungsmethoden ermittelt.

Ziele der Studie:

1. Analyse und Systematisierung der Daten literarischer Quellen zu den Besonderheiten der Ausbildung sozialer Interaktionsfähigkeiten im Prozess des Sportunterrichts in Einrichtungen der allgemeinbildenden Sekundarstufe**.**

2. Ermittlung der Voraussetzungen und Faktoren zur Verbesserung der sozialen Interaktionsfähigkeiten.

3. Identifizieren Sie pädagogische Probleme sozialer Interaktionsfähigkeiten.

Studienobjekt. Soziale Interaktion im Prozess des Sportunterrichts in Einrichtungen der allgemeinbildenden Sekundarstufe.

Gegenstand der Studie. Hintergrund und Faktoren Bildung sozialer Interaktionsfähigkeiten im Prozess des Sportunterrichts in Einrichtungen der allgemeinbildenden Sekundarstufe.

Forschungsmethode war die Analyse wissenschaftlicher Quellen, wodurch die folgenden Thesen begründet wurden.

Im Alltag muss jeder Mensch in der einen oder anderen spezifischen Situation mit anderen Menschen in Kontakt kommen und so handeln, dass sie bei ihnen eine entsprechende Reaktion hervorrufen. Solche Kontakte werden mit dem Begriff *„Interaktion"* bezeichnet, womit der Prozess gemeint ist, bei dem eine Person durch ihre Handlungen die Aktivität einer anderen

Person oder Gruppe anregt. *Soziale Interaktion* ist ein Prozess des Austauschs sozialer Handlungen zwischen zwei oder mehr sozialen Subjekten, ein Prozess der direkten oder indirekten Beeinflussung dieser Subjekte aufeinander *(Robles, 2012)*.

Unter *den Fähigkeiten der sozialen Interaktion werden* auch sozial-kommunikative Fähigkeiten verstanden („Soft Skills", manchmal auch „flexible" aus dem Englischen soft). Fähigkeiten bezeichnet eine Reihe nichtspezialisierter, überprofessioneller Fähigkeiten, die für die produktive Ausübung beruflicher Funktionen durch eine Person am Arbeitsplatz verantwortlich sind. Im Gegensatz zu funktionalen und technischen Fähigkeiten (eng. Hart Skills), soziale und kommunikative Fähigkeiten stehen nicht in direktem Zusammenhang mit den beruflichen Fähigkeiten einer Person – der Fähigkeit, mit bestimmten Programmen zu arbeiten, Kenntnisse über Mechanismen, Berufserfahrung. Jetzt gewinnen solche Fähigkeiten besondere Bedeutung, da sie zu einer erfolgreichen Arbeit und Karriereentwicklung beitragen *(Robles, 2012)*.

Soziale Interaktionsfähigkeiten prägen zwischenmenschliche Beziehungen in der Gesellschaft und im Team. Zu diesen Fähigkeiten können Kommunikationsfähigkeiten, Sprachkenntnisse, persönliche Gewohnheiten, kognitives oder emotionales Einfühlungsvermögen, Zeitmanagement, Teamarbeit und Führungsqualitäten gehören.

Soziale Interaktionsfähigkeiten müssen intensiv ergänzt werden Eine Studie der Harvard University ergab jedoch, dass 80 % der beruflichen Erfolge von sozialen und kommunikativen Fähigkeiten bestimmt werden und nur 20 % von beruflichen, funktionalen und technischen Fähigkeiten.

Im Jahr 2012 veröffentlichte die Eastern Kentucky University eine Liste der „zehn wichtigsten sozialen und kommunikativen Fähigkeiten", darunter:
– Kommunikation;
– Höflichkeit;
– Flexibilität des Geistes;
– Ehrlichkeit;
– unpersönliche Kommunikationsfähigkeiten;
– positive Stimmung;
– Professionalität;
– Verantwortung;
– Teamfähigkeit;
– Kenntnisse der Berufsethik *(Robles, 2012)*.

Dabei werden unter den Fähigkeiten der sozialen Interaktion drei Richtungen unterschieden:
– Zusammenarbeit;
– Rivalität;
– Konflikt.

Der Prozess des Sportunterrichts dient als geeignetes Umfeld für die Ausbildung sozialer Interaktionsfähigkeiten. Die Zusammenarbeit ist in diesem Prozess von größter Bedeutung Mit Hilfe der Zusammenarbeit werden gegenseitige Beziehungen im Team, in der Klasse, mit der Lehrkraft aufgebaut. Mithilfe der Zusammenarbeit bereichern Studierende ihre Erfahrungen mit sozialen Beziehungen *(Mazin, 2022)*.

Rivalität als eine der Formen sozialer Interaktion, bei der eine Person mit einer anderen Person um wertvolle oder materielle Güter kämpft. Im Sportunterricht äußert sich Rivalität in der indirekten Beeinflussung des Gegners, wobei die eigenen Fähigkeiten unter Beweis gestellt werden. Allerdings sollte bei Kontaktsportarten die direkte Einwirkung auf den Gegner hervorgehoben werden, um das Ziel zu erreichen.

Der Erfolg der Lehrertätigkeit lässt sich anhand der Indikatoren der Wirksamkeit der sozialen Interaktion im Prozess des Sportunterrichts ermitteln. Diese Indikatoren weisen den Lehrer an, aktuelle und langfristige positive Ergebnisse zu erzielen *(Pukallus, 2019)*.

Damit der Prozess der Bildung sozialer Interaktionsfähigkeiten jedoch zielgerichtet und beherrschbar ist, muss der Lehrer das Problem identifizieren, die Gründe analysieren, Wege zu seiner Lösung finden, diese oder jene pädagogische Maßnahme ergreifen und die Ergebnisse bewerten.

Auf den Bildern Nr. 1 ist es möglich, sich mit den wichtigsten Formen der sozialen Interaktion vertraut zu machen, die im Prozess des Sportunterrichts in Einrichtungen der allgemeinbildenden Sekundarstufe auftreten.
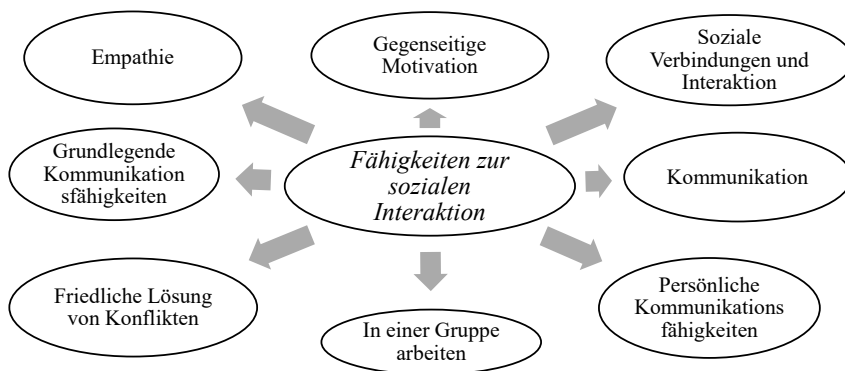
Bild 1. Arten der sozialen Interaktion im Prozess des Sportunterrichts

Pädagogische Beobachtung ist notwendig, um Arten der sozialen Interaktion in der Arbeit des Lehrers zu identifizieren, die verbessert werden müssen. Das Wichtigste bei der Entwicklung sozialer Kompetenzen besteht darin, den Schülern zu vermitteln, dass es nur dann möglich ist, ein würdiger Mensch zu werden, wenn man selbst anderen dabei hilft, ein Mensch zu werden.

Tabelle 1 zeigt mögliche Bereiche der Verbesserung der Grundkompetenzen der sozialen Interaktion im Prozess des Sportunterrichts.

Tabelle 1

Hinweise zur Verbesserung der grundlegenden Fähigkeiten der sozialen Interaktion im Prozess des Sportunterrichts

Die Fähigkeit der sozialen Interaktion	Bereiche der Verbesserung
Grundlegende Kommunikations-fähigkeiten	Entwicklung der Fähigkeit zu teilen, ein Team zu bilden, mit Namen anzusprechen, Blickkontakt herzustellen und aufrechtzuerhalten, zugewiesene Rollen auszuführen, zu verhandeln und zu überzeugen
Persönliche Kommunikations-fähigkeiten	Ausbildung der Fähigkeit, Entscheidungen zu treffen, Verantwortung zu übernehmen, Probleme zu lösen, Verhandlungen zu führen

Tabelle 1 (Fortsetzung)

Friedliche Lösung von Konflikten	Lernen, Kompromisse und Verständnis zu finden, den eigenen Standpunkt zu bilden und zu verteidigen, andere Standpunkte zu respektieren, Verständnis
In einer Gruppe arbeiten	Vermittlung von gegenseitiger Hilfe, gegenseitiger Unterstützung, gegenseitigem Verständnis, Teaminspiration, konstruktiver Analyse von Situationen statt Kritik, Beteiligung an kollektiven Entscheidungen
Kommunikation	Höflichkeit, Aufmerksamkeit gegenüber dem Gesprächspartner, Einhaltung der Linie und korrekter Umgang mit der Meinung anderer lehren
Soziale Verbindungen und Interaktion	Bildung der Fähigkeit, zwischenmenschliche Beziehungen und Teambeziehungen zu verbessern, Emotionen zu kontrollieren und eine effektive Interaktion im Team aufzubauen
Gegenseitige Motivation	Sich gegenseitig bei Fehlern unterstützen lernen, gemeinsame Aktivitäten fördern, Interesse am Sport wecken
Empathie	Empathie für andere Menschen entwickeln und lernen, die Gefühle und Ideen anderer aufrichtig zu verstehen

3. Bildung sozialer Interaktionsfähigkeiten

Bei der Analyse der Daten in Tabelle Nr. 1 lässt sich der Schluss ziehen, dass es zur Verbesserung der Fähigkeiten zur sozialen Interaktion notwendig ist, den Prozess des Sportunterrichts zu modernisieren, um das Interesse der Schüler am Lernen zu maximieren. Zunächst ist es notwendig, die europäische Erfahrung zu übernehmen, bei der die Schüler die Möglichkeit haben, die Sportart zu wählen, die sie ausüben möchten und die ihren Interessen entspricht. Durch das gesteigerte Interesse am Unterricht verbessern sich auch die Beziehungen im Klassenzimmer, nämlich:
– Arbeitskapazität;
– körperliche Verfassung;
– psychologischer Zustand;
– Grad der Beherrschung neuer motorischer Fähigkeiten und Fertigkeiten;
– Sozialisierung von Bildungssuchenden;
– Umfang der motorischen Aktivität.

Es ist zu beachten, dass Menschen in der Schulphase am effektivsten soziale Interaktionsfähigkeiten entwickeln, die sie in ihrem Leben nutzen werden.

Nach Ansicht vieler Wissenschaftler trägt soziale Interaktion zur Verbesserung der Lernfähigkeiten bei *(Zavalniuk, 2021)*. Im Bild 2 sind die Vorteile einer Verbesserung der sozialen Interaktionsfähigkeiten im Sportunterricht zu erkennen.

Wenn man die Vorteile analysiert, die die Fähigkeiten zur sozialen Interaktion entwickeln, kann man schlussfolgern, dass die Lernenden dadurch zu einem großen Teil lernen. Soziale Interaktion fördert die psychische Gesundheit, was die Stimmung und die Beziehungen zu anderen verbessert. körperliche Gesundheit, Probleme, die aufgrund psychischer Probleme auftreten, und wenn eine Person über eine starke psychische Gesundheit verfügt, verbessert dies wiederum ihre körperliche Gesundheit. Soziale Interaktion hilft den Schülern, freundschaftliche Beziehungen zu pflegen, ihr Selbstvertrauen zu stärken und sich selbst und anderen
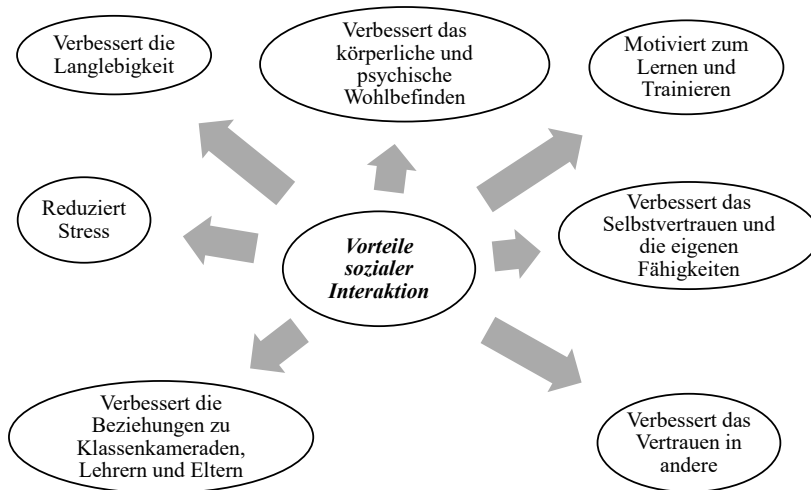
Bild 2. Ergebnisse einer erfolgreichen Entwicklung sozialer Beziehungen

gegenüber Respekt zu zeigen. Für die Schüler ist es sehr wichtig, wenn sie das Gefühl haben, dass ihr Standpunkt gehört wird, und wenn sie ein Problem haben, wird ihnen immer ein Lehrer zur Seite stehen. Soziale Interaktion bereitet die Schüler auf korrekte soziale Beziehungen außerhalb des Unterrichts, der Klasse oder der Schule vor. Unter der strengen Aufsicht des Lehrers entwickeln sich im Prozess des Sportunterrichts bei den Schülern soziale Beziehungen, und wenn sie bereits über ausreichend ausgeprägte soziale Fähigkeiten verfügen, wird es ihnen viel leichter fallen, sich an das soziale Umfeld außerhalb der Grenzen anzupassen Bildungseinrichtungen in dieser sich verändernden Welt.

4. Probleme der Entwicklung sozialer Interaktionsfähigkeiten

Bei der Analyse der wissenschaftlichen und pädagogischen Literatur kann man zu dem Schluss kommen, dass derzeit in ukrainischen allgemeinbildenden Schulen im Sportunterricht der gezielten Entwicklung sozialer Interaktionsfähigkeiten der Schüler kaum Aufmerksamkeit geschenkt wird. Studierende im Bildungswesen erwerben zwar ein erhebliches Maß an sozialen Kompetenzen, diese werden jedoch kaum genutzt und in der Interaktion mit anderen Menschen nicht entwickelt, wodurch gewisse Schwierigkeiten in sozialen Beziehungen entstehen. All dies sollte den Prozess des Sportunterrichts nicht nur auf körperliches Training und körperliche Verbesserung konzentrieren, sondern auch auf die Entwicklung sozialer Interaktionsfähigkeiten *(Mazin, 2022)*. Wenn soziale Interaktion Teil der dynamischen Bewegung im Klassenzimmer wird, werden Klassenzimmer zu Orten aktiven Handelns. Wenn der Lehrer gemeinsam mit den Lernenden kommuniziert und gemeinsam nach Methoden und Wegen zur Problemlösung sucht, einschließlich kreativer Möglichkeiten, verbessert dies die Lernaktivitäten und die soziale Interaktion im Klassenzimmer erheblich.

Gleichzeitig sind in den letzten Jahren viele Probleme im Prozess des Sportunterrichts in Bildungseinrichtungen aufgetreten, von denen das Hauptproblem der Rückgang der sozialen Interaktion der Schüler aufgrund des Übergangs zu einer Fernunterrichtsform ist, die dazu

führt zu einem Rückgang des Erfolgs, einer Verschlechterung der körperlichen und geistigen Entwicklung, einer Verschlechterung des Gesundheitszustands, einer verminderten Motivation zum Lernen und einer Verschlechterung ihrer Sozialisation in der Gesellschaft.

Außerdem ist in den letzten Jahren in weiterführenden Bildungseinrichtungen die Tendenz zu beobachten, dass der Prozess des Sportunterrichts nicht mit den Interessen der Schüler übereinstimmt, was wiederum zu einem Mangel an sozialen Bindungen führt.

Wissenschaftler stellen fest, dass Studierende, die im Fernstudium studieren, überhaupt nicht das notwendige Maß an sozialem Wissen erwerben und die dennoch erworbenen sozialen Fähigkeiten überhaupt nicht genutzt und in der Interaktion mit anderen Menschen nicht entwickelt werden *(Romanchuk, 2015)*.

Sawalnjuk hat festgestellt, dass ein gesunder Lebensstil sind und damit verbundene Formen sportlicher Aktivitäten ein integrierender Faktor, der die Bildung einer gesunden Gesellschaft gewährleisten kann. Das diesbezügliche Potenzial von Körperkultur und Sport wird deutlich in der Lösung der folgenden Aufgabe sichtbar: die öffentliche Meinung auf die kulturellen Werte von Körperkultur und Sport umzuorientieren und so zur Überwindung der negativen Einstellung verschiedener Kategorien beizutragen der Bevölkerung in Zeiten der Dominanz der Informationstechnologie zu körperlicher Bewegung, körperlicher Anstrengung sowie körperlicher und sportlicher motorischer Aktivität. Sport bleibt beliebt Mittelschule junge Leute, aber nicht in Mengen, die das kompensieren könnten riskiert das bringt Bestätigung mit sich informativ Kulturen *(Sawalnjuk, 2021)*.

Ibragimov beschrieb den klar erkennbaren Trend: „Wenn wir Sport aus der Sicht der Kulturanthropologie und im Hinblick auf die Erhaltung der Gesundheit der Nation und des Volkes betrachten, dann stellen Wissenschaftler und Praktiker fest, dass der aktuelle Stand des Sportunterrichts und des Sports." In der Ukraine herrscht eine kritische Krise. In ihrer Freizeit bevorzugen Schulkinder keine körperliche und sportliche motorische Aktivität, sondern Unterhaltung, das Sitzen vor einem Monitor, das geistige und geistige Energie erschöpft. Da sich der Sportunterricht direkt auf die Bildung moralischer und willensstarker Qualitäten auswirkt, führt Hypodynamie bei jungen Menschen zu sozialer Passivität und der gebrechliche „computerisierte" menschliche Körper wird hilflos bei der Überwindung der Hindernisse, die jeden jungen Menschen auf seinem Lebensweg unweigerlich erwarten. Auf diese Weise entsteht eine apathische, standardisierte und manipulierte Generation" *(Ibragimov, 2014)*.

Aus den oben Gesagten ergibt sich die Notwendigkeit, der Ausrichtung des Sportunterrichtsprozesses nicht nur auf die körperliche Verbesserung, sondern auch auf die Entwicklung der sozialen Interaktionsfähigkeiten der Schüler besondere Aufmerksamkeit zu widmen. Wenn soziale Interaktion die Aktivitäten im Klassenzimmer anregt, werden die Handlungen der Lernenden aktiver. Denn wenn die Kommunikation zwischen Lehrer und Schülern sowie die Schüler untereinander Bedingungen für die gemeinsame Suche nach Methoden und Wegen zur Lösung von Problemen schafft, regt sie kreative Möglichkeiten an, was insgesamt die pädagogischen Aktivitäten und die soziale Interaktion im Klassenzimmer deutlich verbessert *(Goncharova, 2022)*.

Zunächst soll der Prozess des Sportunterrichts für die Schüler interessant sein, damit ihr Augenmerk auf das Erlernen der richtigen Beherrschung der technischen und taktischen Grundlagen der gewählten Sportart gelegt werden. Die Hauptaufgabe der Interaktion des Lehrers mit den Studierenden besteht darin, einen hohen Entwicklungsstand der sozialen Beziehungen zwischen den Studierenden zu erreichen.

Um das Interesse der Schüler am Sportunterricht zu wecken, ist es notwendig, diesen Prozess interessant zu gestalten und durch die Einbeziehung neuer Sportarten, die bei den

Schülern ein hohes Interesse wecken, zu verbessern. Unter den Sportarten, die ihnen angeboten werden können, ist es ratsam, Boxen in Betracht zu ziehen, das als wirksames Mittel zur Verbesserung der sozialen Interaktionsfähigkeiten und der körperlichen Verbesserung der Schüler in der modernen Realität der Ukraine dienen kann.

5. Schlussfolgerungen

In dieser Studie wurden die Bedeutung der Begriffe „Interaktion", „soziale Interaktion", „soziale Interaktionsfähigkeiten", Arten und Richtungen der Verbesserung sozialer Fähigkeiten untersucht. Es wurde darauf hingewiesen, wie wichtig die Entwicklung sozialer Interaktionsfähigkeiten ist, um den Erfolg und das emotionale Wohlbefinden der Schüler zu verbessern. Es wurde festgestellt, dass im Prozess des Sportunterrichts die wichtigsten dieser Fähigkeiten verbessert werden können, wie z. B. grundlegende Kommunikationsfähigkeiten, persönliche Kommunikationsfähigkeiten, die Fähigkeit, Konflikte friedlich zu lösen, Teamarbeit, Kommunikation mit anderen, soziale Verbindungen und Interaktion, gegenseitige Motivation, Empathie und viele andere.

Es wurde auch festgestellt, dass in den letzten Jahren viele Probleme im Prozess des Sportunterrichts in Bildungseinrichtungen aufgetreten sind, von denen das Hauptproblem eine Abnahme der sozialen Interaktion und der sozialen Beziehungen der Schüler ist, was zu einer Abnahme der schulischen Leistungen und einer Verschlechterung führt körperliche und geistige Entwicklung, Verschlechterung der eigenen Gesundheit, abnehmende Motivation zum Lernen und Verschlechterung ihrer Sozialisation in der Gesellschaft. Um das Interesse der Schüler am Sportunterricht zu wecken, ist es notwendig, diesen Prozess interessant zu gestalten und mit Hilfe neuer Sportarten, die für die Schüler von großem Interesse sein werden, zu verbessern. Unter den Sportarten, die ihnen angeboten werden, müssen die nützlichsten hervorgehoben werden, die ihren Wünschen und Interessen voll und ganz entsprechen. Ein Sportlehrer muss eine Sportart wählen, die ein hohes Maß an Aktivität der Schüler im Unterricht gewährleistet, den Lernprozess selbst abwechslungsreicher macht, Neuheiten mit sich bringt und dadurch ihre sozialen Interaktionsfähigkeiten verbessert. Der richtige Aufbau des Unterrichts unter Einsatz neuer Sportarten weckt das Interesse am Unterricht, verbessert die soziale Interaktionsfähigkeit, verbessert die Willenskraft und die körperlichen Qualitäten und verbessert die Gesundheit. Wenn Lernende mit einer neuen Sportart beginnen, die sie interessiert, wird davon ausgegangen, dass sie diese Sportart auch außerhalb der Schule ausüben werden. Wenn andererseits regulärer Unterricht abgehalten wird, an den die Lehramtsstudenten gewöhnt sind, führt dies zu einer geringen Effizienz im Unterricht und dann zu einem geringen Interesse am Prozess des Sportunterrichts. Unter Berücksichtigung des aktuellen Trends in der Ukraine ist Boxen unserer Meinung nach eine der besten Sportarten, die die meisten Interessen der Studenten befriedigt.

Richtig ausgewählte körperliche Aktivitäten und die Berücksichtigung der Interessen der Studierenden tragen dazu bei, ihr Kommunikationsbedürfnis zu befriedigen. Sie entwickeln nicht nur ihre körperlichen Fähigkeiten, sondern haben auch die Möglichkeit, neue Freunde zu finden, die gemeinsame Interessen verbinden. Soziale Interaktionsfähigkeiten, die im Rahmen des Sportunterrichts erworben werden können, entwickeln unter anderem die Interaktionsfähigkeiten zwischen Schülern und Lehrern, tragen zum Aufbau vertrauensvoller Beziehungen bei, entwickeln die Fähigkeit, Menschen mit besonderen körperlichen Bedürfnissen zu helfen und zu schützen, und lehren die friedliche Lösung von Konflikten, wenn diese auftreten entstehen.

Obwohl es derzeit schwierig ist, den Prozess des Sportunterrichts in ukrainischen Bildungseinrichtungen schnell zu verbessern und die Fähigkeiten zur sozialen Interaktion zu verbessern, müssen angemessene Anpassungen vorgenommen werden, um diesen Prozess zu verbessern, was wiederum die Anpassungsfähigkeit unserer Jugend erheblich verbessern wird zukünftige Herausforderungen in ihrem Leben.

Wir hoffen, dass die Nutzung des Boxunterrichts in allgemeinbildenden weiterführenden Bildungseinrichtungen als Umfeld zur Verbesserung der sozialen Interaktionsfähigkeiten wirksam sein wird. Die Überprüfung dieser Annahme ist Gegenstand unserer weiteren wissenschaftlichen Forschung.

Perspektiven für weitere Forschung kann darauf abzielen, Informationen über die Merkmale sozialer Interaktionsfähigkeiten als Zielorientierung des Bildungsprozesses zu finden. Es ist auch notwendig, die weltweiten Erfahrungen mit dem Einsatz des Boxens zur Ausbildung sozialer Interaktionsfähigkeiten in allgemeinbildenden Bildungseinrichtungen zu analysieren.

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A RETROSPECTIVE OF PILGRIMAGE LITERATURE AS A COMMUNICATION GUIDE TO THE WORLD OF SACRED CULTURE

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Summary

The purpose of the article is to examine the pilgrimage genre in literature as a social and communication guide in the world of contemporary sacred culture from a communication perspective. Different types of guidebooks are considered, i.e., interviews, travelogues, diaries, records, review texts, memoirs, notes, and pilgrimage travel notes are given as a necessary communication tool during a pilgrimage.

The research methodology consists of descriptive (using observation and interpretation techniques), historical and literary, and biographical methods of analyzing pilgrimage literature. The author used the analytical-descriptive method, which consists in the selection, description and analysis of data; the system-structural method helped to arrange the works of different genres and apply them according to the subject in chronological order, reproducing the logical sequence of the material presented.

The scientific novelty of the article involves expanding the concept of pilgrimage and the pilgrimage genre in literature as a social and communication guide to the world of contemporary sacred culture based on pilgrimage guides, diaries, memoirs, pilgrimage notes, and other sacred literature.

Conclusions. In the article, the author examines the multi-genre works of pilgrimage literature as a communication guide to the sacred world in order to encourage the transformation from a book or a movie to a real pilgrimage for those who have such an opportunity. The article analyzes pilgrimage records, guidebooks, diaries, travelogues, novels, novellas, short stories, and pilgrimage notes to study pilgrimage from a communication perspective for different categories of pilgrims. As a rule, various categories of pilgrims and representatives of different professions go on sacred journeys, and then they write memoirs, pilgrimage texts, songs, scripts for future plays and films, and artists reproduce all details in artworks, and thus pilgrimage penetrates all spheres of an individual's cultural life, which indicates the highly spiritual component of such journeys. Before going on a pilgrimage, you need to prepare thoroughly, both physically and spiritually, so that guides allow you to follow the trail of others and then plan your sacred journey relatively well. You will never return from a pilgrimage the same as you were before because such travels utterly change the vector of your life. Observing different groups of pilgrims, we can conclude that they all have one thing in common: spiritual enrichment, purification from sins and temptations, and the achievement of catharsis, which will be present in the everyday life of each of us for as long as possible. These works can keep living in ideas for film scripts about pilgrimage, thus expanding their socio-cultural horizons.

Key words: pilgrimage genre, pilgrimage literature, communication practices, socio-communication institute, communication vector.

1. Introduction

The article analyzes the pilgrimage genre in literature based on pilgrimage guides and relevant fiction pieces as a necessary means of communication during pilgrimage. The author believes that the pilgrimage genre in literature can contribute to achieving communication interaction between pilgrims and various social spheres, and pilgrimage fiction can immerse not only in sacred trips but also advertise pilgrimage objects to position our country at the international level. Varied pilgrimage literature confirms the specific demand and the need to promote its development. Attention is also focused on virtual pilgrimage through following the trail of others, which can be carried out by virtual pilgrims while reading and studying specific literature, since not everyone can physically make such journeys.

2. Retrospective of Pilgrimage Literature

We can consider the pilgrimage genre in literature using pilgrims' notes, memories, and historical records, e.g., H. Skovoroda "Conversation of Five Travelers About True Happiness in Life" *(H. Skovoroda, 1973)*, V. Hryhorovych-Barskyi "Travels of Vasyl Hryhorovych-Barskyi to the Holy Places of the East from 1723 to 1747" *(V. Hryhorovych-Barskyi, 2000)*, I. Maksymovych "Pilgrim of Kyiv" (614), Armenian Guide to the Holy Land (1172), and Theoderich "Guide to the Holy Land", which became one of the most popular due to its information value, peculiarities of behavior during the pilgrimage, and description of pilgrimage objects. In the 19th century, the Baedekers (Germany) started the tradition of writing practical guides, which had a slightly different structure and presented the attractiveness of pilgrimage sites; some rethinking occurred in the genre of pilgrimage literature, which led to the commercialization of sacred travel. On top of that, the launch of business in the relevant area made it possible to draw, record, and make copies and therefore preserve the memory of a particular pilgrimage site *(K. Dysa, 2015)*.

I am going to provide insight in works from a communication perspective as a dialogue between the author and the pilgrim, in which the author often acts as a pilgrim and follows the sacred paths thanks to other people in chronological order from history to the present. This refers to a tale by H. Hesse "The Journey to the East" (1932) *(H. Hesse, 1992),* a mystery novel by H. Hesse "The Glass Bead Game" (1942) *(H. Hesse, 2001),* M. Norman's autobiographical novel "Peace Pilgrim" (1982) *(M. Norman, 1982),* B. Wilson's adventure story "Along the Templar Trail: Seven Million Steps for Peace" (2008) *(Brandon Wilson's Award-Winning, 2008),* scientific research by M. Piechowski "Peace Pilgrim, Exemplar of Level V" (2009) *(Michael M. Piechowski, 2009),* a prose by R. Joyce "The Unlikely Pilgrimage of Harold Fry" (2012) *(R. Joyce, 2012),* spiritual Notes by C. Paintner "The Soul of a Pilgrim: Eight Practices for the Journey Within" (2015) *(Christine Valters Paintner, 2015),* M. Bespalov's guidebook "The Way to the End of the World" (2016) *(Bespalov M., 2022),* a novel by D. Matiyash "St. James's Road" (2017) *(Matiyash D., 2017),* a pilgrimage guide by Phil Cousineau "The Art of Pilgrimage: The Seeker's Guide to Making Travel Sacred" (2021) *(Phil Cousineau, 2021),* and "We Are Pilgrims: Journeys in Search of Ourselves" (2021) by W. Preston *(Victoria Preston, 2021).*

The purpose of the study is to analyze the retrospective of pilgrimage literature as a communication guide using memoirs, diaries, artworks, interviews, travelogues, and pilgrimage travel notes that are communication guides to the sacred world and have a logical continuation in the socio-cultural realm: culture, art, journalism, and social communications. The goal's

accomplishment involves the analysis of verified information related to pilgrimage, and pilgrimage literature is an important information tool that makes it possible to transfer pilgrimage to various socio-cultural and social-communication sites.

3. Subject-Matter and Motives of Pilgrimage Guides as a Communication Vector of a Sacred Journey

The pilgrimage genre in literature is quite common but poorly covered in modern communications. According to the author, it is essential to analyze the significance of pilgrimage guides amidst communications in order to share facts about sacred journeys in the information environment. It is proposed to examine the pilgrimage genre's features in the contributions of writers and scientists.

"Journey to the East Land" (German Die Morgenlandfahrt) (1932) by H. Hesse is a short novel that tells a reader about pilgrimage searches of the author himself with H. H. initials and his aerial toll-houses, the search for life purpose, the creation of secret fraternities, and the organization of pilgrimage trips in a team of like-minded people to pursue their spiritual goals. The author himself considered this story one of his favorites. Later, it became a harbinger of a mystical novel "The Glass Bead Game" (1942). Thus, it is appropriate to stop and analyze where we are going. The story is devoted to the description of the journey of the mysterious Order "to the East" in search of "truth". Pilgrims travel not only in space but also in time, meet with real and fictional outstanding personalities, such as Mozart, Klingsor, Albert the Great (a medieval scholar, Dominican theologian, teacher of Thomas Aquinas, whose ideas about spiritual synthesis lay the groundwork for the Brotherhood Archive), Vasudeva (character of Hesse's novel "Siddhartha"), and others *(H. Hesse, 1992)*.

The Supreme Master is a servant named Leo. It means some of the author's characters move from novel to novel and from story to story without any temporal and spatial boundaries. The story is told by a traveler known only by the initials H. H., who joins the Order, seeking to fulfill a secret desire to see Princess Fatma. His pilgrimage is at first pleasant and rewarding, and then, he encounters difficulties when Leo's servant disappears, a common and agreeable man who pleases everyone and gets on with animals easily. After the disappearance of Leo, the group begins to argue and quarrel. The pilgrimage fails and everyone blames Leo. H. H. has to give up the pursuit of his life, but years later, it is impossible to return to the Order after having lost touch with it. Being disappointed, he still finds Leo and brings him to the Order's court. To the great surprise of H. H., Leo is not a simple servant but the head of the Order. His disappearance in a mountain gorge was a test of the faith of a young pilgrim, an exam that H.H. failed. Leo turned out to be not only a servant and the president of the Order but a figment of the imagination, the creation of H. H. as his alter ego. In the end, the narrator finds a shelf in the Order's library with information about himself; he observes two figures – his and Leo, witnessing his own shrinking and disappearing, feeding a servant figure with himself. The protagonist recalls a long-held conversation that the poet's creations have more life and reality than their creators. A point of interest was when Leo told a biblical parable about King David, who was originally a musician and comforted poor Saul with his harp, while he was happy when he remained a musician. During the pilgrimage to the East, pilgrims go through the path of purifying the soul and finding themselves. The story mentions the Holy Land, Damascus, Africa, patriarchs and caliphs, Princess Fatma and the Holy Sepulchre *(Mehela I., 2018)*.

"Journey to the East Land" is as a primary source, an address to oneself and observation over oneself from the outside throughout life history, going along different roads and being in various situations and psychological states. The author is struggling with the challenges of modern life and is constantly searching for the spiritual, sinless, pure. The pilgrimage theme is evident throughout the work, as if divided into three parts: when the participants went on the pilgrimage, the failures during the pilgrimage, and the analysis of the pilgrimage as a whole.

The logical continuation of "Journey to the East Land" was the mystery novel "The Glass Bead Game" (1942), which does not popularize the pilgrimage theme as the former. From "Journey to the East Land", the writer continues his spiritual search with intellectuals, interesting personalities, masters, teachers and acts as a Master, who eventually drowned but shared his knowledge with a young student from modern life. Throughout the novel, there is a constant connection with the mysterious Order that accompanied the author in the previous work. The novel is more about spiritual pilgrimage, rather than physical one and the search for oneself in this changing and unstable world in order to transfer one's knowledge and hence continue one's existence on Earth in another person *(Perfölz, René, 2013).*

"Peace Pilgrim" (1982) is an autobiographical novel describing a pilgrimage for peace by Mildred Lisette Norman. She was an American spiritual teacher, mystic, pacifist, vegetarian, and peace activist. She referred to herself only as "Peace Pilgrim" and from 1953 to 1981, for 28 years, she walked over 25,000 miles (more than 40,000 km) for peace. In 1952, she became the first woman to walk the entire length of the Appalachian Trail in one season. She was on her seventh cross-country journey when she died. The Appalachian Trail is an officially developed hiking trail in the North American Appalachian Mountain range. Wearing a blue tunic and carrying only a few things in her pockets, she shared her simple but profound message to thousands of communities across America: "When enough of us find inner peace, our institutions will become peaceful and there will be no more reasons for war" *(M. Norman, 1982).* A transcript of a 1964 conversation with the Peace Pilgrim from a KPFK radio broadcast in Los Angeles was published as Steps to Inner Peace. That same year, she stopped counting miles after walking more than 25,000 miles (40,000 km) for peace. Today, her words, captured in books, videos and other media, keep inspiring people around the world. Her book describes interesting facts from her life, incl. routes. She believed that the Lord was preparing her for a pilgrimage from her youth, but she began her travels at the age of 44 and died at the age of 73 in a car accident from a head-on collision when she was going to perform at the university. This woman went on her pilgrimage for world peace without violence, wars. She was a modest person, but it was her ascetic lifestyle that aroused media interest, she was often interviewed, asked about the routes and the purpose of her pilgrimage. After the tragic death, her friends collected all the memories, records, interviews and published books, as well as made films about life and pilgrimages. This story is relevant to us and encourages us to think about the value of peace, preservation of nature integrity, our lives and the lives of others for the sake of global harmony. People must constantly work on themselves, observe, love, develop, and promote spiritual values, and not just live for accumulating tangible assets. The former requires spiritual growth and the desire to go beyond one's capacity.

In Ms. Norman's words, "For the world to be peaceful, people must become more peaceful. Among mature people, war would not be a problem – it would be impossible. In their immaturity, people want at the same time, peace and the things which make war. However, people can mature just as children grow up. Yes, our institutions and our leaders reflect our immaturity, but as we mature, we will elect better leaders and set up better institutions. It always comes back to the thing so many of us wish to avoid: working to improve ourselves."

At that time, she had a full spiritual development program consisting of 12 steps, which she described in detail in her book:

Preparation. These steps include: a) assume right attitudes towards life, b) bringing our lives into harmony with the Life Pattern and being obedient to laws which govern this universe, c) find your special place in the Life Pattern, d) simplify life.

Purification. These steps include purification of a) the bodily temple, b) thoughts, c) desires, and d) motives (serving without thought of reward).

Relinquishment. These steps require the relinquishment of a) self-will, b) the feeling of separateness, c) attachments, and d) all negative feelings *(M. Norman, 1982)*. This all testifies to certain proven spiritual practices and the ability to live and implement these rules.

Photo 1. Peace Pilgrim Park in Egg Harbor City, New Jersey
Source: https://en.m.wikipedia.org/wiki/File:Peace_Pilgrim_Park_Egg_Harbor_City.JPG

4. Transformation of Modern Pilgrimage Guides as a Necessary Information Tool for Pilgrimage

"Along the Templar Trail: Seven Million Steps for Peace" (2008) by B. Wilson. The author and his 68-year-old French friend went on an inspiring pilgrimage of 2,620 miles (4,217 km) for peace in Jerusalem across two continents and eleven countries. The book describes how they follow the ancient path of the Knights Templar, Romans, pilgrims and traders from France to Israel. At the same time, they founded the Templar Trail. A report on their expedition, incl. stages and distances, is specified in the book that won gold at the Lowell Thomas Travel Journalism Awards as the best travel book of 2009. This true chronicle intertwines adventure, intrigue, wit, and social commentary about overcoming hardship and revealing the secret of recreating peace and making such journeys for world peace. A daring journey from France to Jerusalem reproduces the pilgrimage route of 1096. The path of modern pilgrims was full of extreme adventures peculiar to such trips, because you never know how they will end and whether you will return from them. It was both a psychological and physical test to overcome 30-50 km daily. The journey caught the attention of national television networks and top newspapers along the route, allowing them to spread the message of peace to millions of Christians, Muslims and Jews in eleven countries. Without exception, ordinary people supported their call to focus on our unity, not our differences, and the urgency of solving our problems before it was too late *(Brandon Wilson's Award-Winning, 2008)*.

In the article *"Peace Pilgrim, Exemplar of Level V" (2009)*, M. Piechowski proves that the spiritual development of Mildred Norman led to such spiritual peaks in her development as a person. Peace Pilgrim's timeline of the inner growth is as follows: 1) ordinary living,

2) radical change, 3) the struggle between the lower and higher self, 4) first experience of inner peace, 5) extended periods of inner peace, 6) complete inner peace, 7) continued growth. He also introduces the term "psychological climbing" and characterizes spiritual personalities in terms of spiritual growth as an ascent to the top of the mountain, that is, the path of spiritual search and growth in nature, unity with the Absolute, pilgrimage and transformation processes within the gifted person himself (because not all are suitable for this) *(M. Michael, 2009).*

According to Mildred Lisette Norman: "God is the creative force, the sustaining power, overall intelligence, the ever-present, all-pervading spirit that binds everything in the universe together and gives life to everything in the universe. That brought God close. I could not be where God is not. You are within God. God is within you" *(Michael M., 2009).* The mysteries of nature, love and goodness, everything wonderful and beautiful spoke to her about the immanence (from the Latin immanens – "indwelling, inherent for some reason") of God. However, internal transformation did not follow this deep intuition at the initial stage of her development as personality. When she reached her "point of no return to past life, a new stage opened" and it was a pilgrimage lasting 28 years. From that moment on, its "positive disintegration" became conscious, self-selected, and brought to its logical conclusion.

The four relinquishments are the most demanding components of her discipline. Relinquishment of self-will means nothing less than to be governed completely by the higher self, the God-centered nature. Relinquishment of the feeling of separateness means developing a transpersonal consciousness of a universal self that knows itself to be in all other selves.

Relinquishment of all attachments means not holding onto possessions and realizing that one does not possess any person. It means being happy doing good without any thought of reward. One can be detached and yet full of joy. Relinquishment of all negative feelings means to be free of worry, fear, jealousy, anger, and such *(Michael M., 2009).*

Pilgrimage can also take place in spiritual terms, when a person, under the influence of religious literature, sacred works, descriptions, pilgrimage guides, imagines himself in those holy places and mentally prays and stays in those sites together with the authors of works and experiences similar feelings. And in our time, thanks to various media formats, social networks, you can make a pilgrimage step by step with a guide and a group of genuine pilgrims without leaving home via live broadcasts, videos, photos, step-by-step excursions with detailed descriptions, geolocations, and various interviews. On top of that, such pilgrimages are important for people with disabilities. Using video, photos, various Internet platforms, and virtual pilgrimages, they can enjoy online pilgrimages without leaving their home.

"The Unlikely Pilgrimage of Harold Fry" (2012) by Rachel Joyce. This is a fascinating novel about an incredible pilgrim, in which the author emphasizes the spiritual potential of a person through relationships, spirituality, work, health and how we become older and wiser during the pilgrimage. Harold Fry, recently retired, lives in a small English village with his wife Maureen, who seems irritated by almost everything he does, even the way he butters his toast. However, his life begins to change when he receives a letter from Queenie, a close colleague who disappeared from his workplace many years ago after being fired under suspicious circumstances. She is dying from cancer and thanks David for past kindness. David writes a letter of condolence, is going to put it around the corner, but continues to walk, convinced that he must convey his condolences in person. This is how the incredible pilgrimage begins. Inspired by the people he meets and being full of faith that Queenie can continue to live, he embarks on a journey from the south of England to the hospice in Scotland where Queenie stays. Harold decides to save Queenie and redeems other sins along the way. He remembers and analyzes his life; the walk evokes memories, both pleasant and painful: romantic encounters and fatherhood, as well as abandonment and stunning loss. He started on journey without a planned route and

tourist equipment and later simplified his life even more by handing out things and leaving tangible assets at home *(23 Books About Pilgrimages)*. He compassionately listens to different people and their life stories, and others listen to him and help get outside of the problems. The reasons why some characters pray or not, make a pilgrimage or not, care or not, are quite intriguing. For example, if Harold is restrained in prayer because of pain and disappointment experienced, his companion, on the contrary, seeks to pray at every opportunity. Openness (or non-openness) to prayer confirms the deep anxieties of the characters as well as their belief (or disbelief) in God. When the fame of the pilgrimage spreads, Fry becomes a kind of Forest Gump, followed by other pilgrims with different goals and interpersonal conflicts. Fry and his group are a window into those aspects of religious expression that are sometimes attractive and life-giving and sometimes repulsive and dysfunctional. Millions of people travel the world as tourists. They usually travel many kilometers in a few days, take their things in large suitcases, and buy many groceries and souvenirs along the way. An alternative way to travel is pilgrimage, a long-standing tradition that is becoming increasingly popular. Pilgrims usually travel short distances longer than tourists and do so predominantly for self-reflection and spiritual development. For twenty-first-century spirituality, pilgrimage has the potential to help people achieve greater integrity and satisfaction. The protagonist goes 627 miles in 87 days and discovers moments that were previously closed to him and did not exist in his life. The book covers the themes of work, dislocation, health, gender, family, social expectations, and the aging process, all of which occur during the journey. The book encourages physical and spiritual journeys that plunge us deeper than casual mass tourism, as well as unexpected encounters during the pilgrimage *(Darren Cronshaw DTheol, 2013)*.

"The Soul Within: Eight Practices for the Journey Within" (2015) by Christine Valters Paintner. This spiritual book focuses on the inner pilgrim. It explores how contemplation, creative expression, and the development of spiritual discipline can help prepare for pilgrimage. The 8 chapters contain tips and practices on how to hear the call, cross the threshold, pack lightly, being uncomfortable, embrace the unknown, and come home. The eight stages of the pilgrim's journey – from hearing the call to coming home – are accompanied by scripture stories of great biblical journeys and the author's unique and creative practices of prayer, writing, and photography. As in The Artist's Rule and Eyes of the Heart, the author once again helps readers travel to the frontiers of their souls to discover the hidden presence of God. In The Soul of a Pilgrim, Paintner identifies the eight stages of the pilgrim's way and shows how to follow these steps to make an intentional, transformative journey to the reader's inner "wild edges". The author shows how to cultivate attentiveness to the divine through deep listening, patience, and opening oneself to the gifts that arise in the midst of discomfort. Each of the eight chapters offers reflections on themes, a scripture story, an invitation to the practice of lectio divina (from Latin Divine Reading), and a creative exploration through photography and writing *(Christine Valters Paintner, 2015)*.

"The Way to the End of the World" (2016) by M. Bespalov. Maksym Bespalov**,** a Ukrainian writer, journalist, traveler, blogger, also took a route to Santiago de Compostela. Since 2012, he has completed the route more than 10 times. According to the memoirs of the first journey, he wrote the book "The Way to the End of the World", in which he told an interesting and easy on the head narrow story of the path's formation, interesting historical facts of Spanish towns and their inhabitants he met, his impressions, and pilgrims he acquainted with there. And he agrees that people are the core value of Camino De Santiago. At first, being a pilgrimage site only for believers, now Camino has become a tourist route, open in particular to atheists. The narrator focuses on the special sense of community of travelers that arises during the journey. The book is full of cultural and historical excursions, so in addition to the personal experience

of a pilgrim, in parallel you can get acquainted with the habits of Hemingway, learn about the specific experience of observing *botafumeiro,* and look at the temple in which the hero of Wagner's opera "Parsifal" finds the Holy Grail. *Botafumeiro* is the world's largest censer which has been used in the Cathedral of Santiago de Compostela for 700 years. It is attached with a rope to the ceiling, is 160 cm high, and weighs at least 80 kg. It takes 40 kg of coal and incense to fill it. There are many routes to Santiago de Compostela, but the most popular of them are three: French (800 km about 40 days walk, starts in Saint-Jean-Pierre-de-Port in France), Northern (about 700 km, 30 days walk, starts in Irun in Spain, runs along the Atlantic coast); Portuguese (the shortest route, takes about 250 km, starts from Porto, lasts 9–11 days). At the beginning of the Camino (from Spanish – *road*), a pilgrim *(or a tourist)* receives a pilgrim passport *(*credential), with sites where he should receive the seal. These are usually worship places, cafes, and hostels (*albergue*). During remaining 100 km, you need to put at least two stamps per day. At the end of the route, the passport is exchanged for the "Certificate of Distance" (*compostela*). Throughout the pilgrim's route, the arrows and the tomb of St. James – the shell *(Shliakh na krai svitu. Ukrainski pilihrymy na Camino de Santiago. Maksym Bespalov. Retrieved from:* https://book24.ua/en/product/shlyah-na-kray-svitu/*)* lead to the site.

"The Road of St. James" by D. Matiyash (2017). In the autumn of 2013, the Ukrainian writer and translator Dzvinka Matiyash, together with her husband Eugene, walked a pilgrimage called the Way of St. James. This journey begins in the French city of Saint-Jean-Pierre-de-Port, crosses all of northern Spain, and then ends in the Spanish city of Santiago de Compostela. This is one of the oldest and most popular pilgrimage routes in the world, and the city to which pilgrims go is the third most important shrine of Catholicism, second only to Jerusalem and Rome. The remains of the Apostle James are located in Santiago de Compostela, which are the largest relic of Spain, and the saint himself is its patron saint. Dzvinka described her memories and impressions of her and her husband's pilgrimage in the book. And then they made their way to the "end of the world" on the Atlantic coast (23 Books About Pilgrimages). The pilgrims followed yellow arrows and shells; they just had to watch for signs so as not to go astray. El Camino de Santiago, or the road of St. James, is about 900 kilometers on foot with a backpack across Spain to the city of Santiago de Compostela and to Cape Finisterre – "the End of the Earth". Cape Finisterre is a cape in Spain on the Atlantic coast. Many consider Cape Finisterre to be the westernmost point of continental Spain, but there is an even more western point in the vicinity of the Cape. The name of the cape comes from the Latin *Finis terrae* which means "the end of the earth". The book contains 900 km of stories about the spiritual path of a translator and a traveler with her husband, adventures, impressions, difficulties, changing pictures, and spiritual searches. The state of being on the road, physical and moral efforts, without which it is impossible to overcome such a path, acquaintance with people from different countries who decided to go through Camino, stories of people who could be met now and many years ago, spiritual experience, and interviews with different categories of pilgrims *(Yaryna Katorozh. Retrieved from: https://starylev.com.ua/blogs/doroga-svyatogo-yakova-abo-knyga-pro-shlyah-i-molytvu).*

"The Art of Pilgrimage: The Seeker's Guide to Making Travel Sacred" by Phil Cusino (2021). This is a great book for avid travelers who find themselves at a crossroads. It is intended for those who seek to fill their travels with more significance. The ancients called it the Way of the Pilgrim, a journey of devotion, commitment, repentance, and sense – a journey of risk and renewal. This guidebook helps you plan such trips for yourself. It contains notes, quotes, tales, heroic stories, and practical exercises that tell how, having intent, we can reincarnate and fundamentally change during the journey *(Phil Cousineau, 2021).*

"We Are Pilgrims: Journeys in Search of Ourselves" by Victoria Preston (2021). The author considers all the reasons why people go on pilgrimage. She examines factors such as kinship, survival, faith, surprise, consolation, and gratitude. The book contains specific examples from different places and cultures, such as Singapore's Chunyun Festival, the Hajj, St. Cuthbert's Way, Walden Pond, and beautiful temples that are beacons for believers. Every year, 200 million people go on pilgrimage. The author explains that whether we embark on a journey in search of solace or liberation, as an expression of gratitude or faith, traveling meaningfully and intentionally is always a powerful reminder that each of us is a part of something much bigger than ourselves. From Stone Age pilgrims in Anatolia to modern crowds in Glastonbury, pilgrimage is an attempt to understand what drives rich and varied human behavior, which is not limited by time, space, faith, or identity *(Victoria Preston, 2021)*.

The analysis of pilgrimage contributions proved their relevance in the social and communication realm. The media, various virtual platforms, and electronic resources promote the active development of pilgrimage in different fields. Therefore, the pilgrimage genre in literature also has its own transformation and historical component, as evidenced by our descriptive research.

5. Conclusions and prospects for further research

The present study is a logical continuation of the author's scientific searches in the field of pilgrimage as a social communication institute, as confirmed by an attempt to examine the phenomenon of pilgrimage through the prism of pilgrimage literature: memoirs, diaries, interviews, guidebooks, stories, novels, traveling prose, travelogue, and pilgrimage travel notes as a means of social communication.

The analyzed and described pilgrimage works provide developed routes, infrastructure, a detailed description of the sacred objects which pilgrims visit, and pilgrimage destinations. This allows you to physically and spiritually prepare for a pilgrimage by reading texts, singing spiritual songs, examining photos, and reproducing videos. Analyzing the pilgrimage genre in cinema, you can further consider pilgrimage in culture and social communications. Observing different groups of pilgrims, we can conclude that everyone is united by one thing: spiritual enrichment, absolution from sins, temptations, and achieving catharsis, which will be present in the daily life of each of us as long as possible. These works can continue to exist as ideas for future scripts of pilgrimage films, thus expanding their socio-cultural horizons. Before going on pilgrimage, it is recommended to read pilgrimage works, prepare for pilgrimage, get spiritual interest, and visit sacred objects and pilgrimage sites virtually. Therefore, such scientific inquiry can inspire the implementation of sacred journeys, which will undoubtedly change the meaning and essence of human existence *(Panchenko S., 2023)*.

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PROJECT METHOD IN THE TRAINING STUDENTS OF TECHNOLOGICAL PROFILE

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Summary

The article discusses the problem of using the project method in the training of students of a technological profile in a higher education institution. Particular attention is paid to the project method using in teaching the discipline "Technological Practicum". The analysis of the latest researchers show that project activity in the process of training specialists of technological and other profiles is considered by scientists as the most important method of successful formation of professional competence of future specialists. The author has singled out the such types of projects: research, creative, game, informational, practice-oriented. It was concluded that using the project method in the training of students of a technological profile in a higher education institution is aimed at socially significant psychophysical, moral and intellectual development, strengthening their aptitudes and abilities, their essential strengths and vocation; involvement of students in successful work and the system of universal moral values; formation and satisfaction of their activity and cognitive requests and needs; creating conditions for self-determination, creative self-expression and continuous education.

Key words: project method, training, future specialist, technological profile, students.

1. Introduction

In the modern world, education is considered as a process aimed at the development and self-development of future specialists. The growing flow of information, the development of technology and production technologies requires a change in the educational paradigm: not education for life, but education throughout the life. The transition from an industrial to a post-industrial society increases the demand for a creative person who is able to find non-standard ways to solve existing problems. In this regard, technologies, including the project method, acquire particular importance.

The problem of choosing the most effective innovative methods and technologies remains significant and relevant. The main goal of introducing innovative methods into education is the development of skills to motivate the students, to teach them to navigate in the information space, to form creative non-standard thinking. Recently, innovative teaching methods, including the project method, have been actively used in institutions of higher education *(Bezliudnyi O.I., Bezliudna V.V., Shcherban I.Iu., Komar O.C., 2019 : 86)*.

Analysis of the latest research and publications show that project activity in the process of training specialists of technological and other profiles is considered by scientists (O. Bezliudyi, O. Kobernyk, N. Myronchuk, O. Omelchuk, S. Tkachuk, etc.) as the most important method of successful formation of professional competence of future specialists.

The process of effective formation of project competencies of future specialists is possible when using project training as a didactic technology and observing a number of pedagogical conditions: integration of psychological and pedagogical, subject and methodical knowledge; creation of a model situation of involvement in the design process (originating the idea of project activity, development of the project idea and its implementation); the use of various organizational forms and methods of organizing students' independent educational activities and their support.

The purpose of the article is to highlight the peculiarities of using the project method in the training of students of a technological profile in a higher education institution.

2. Methods and materials

The realization of the purpose of the study includes such research methods: systematic and logical analysis; generalization of the latest scientific publications related to the analysis of technological profile students of training in a higher education institution; method of synthesis of information of key professional competencies that are formed in the process of training of students of a technological profile in a higher education institution.

3. Main text

The project method is becoming more and more widespread in all educational disciplines, in particular in the subject "Technological practicum" (Pavlo Tychyna Uman State Pedagogical University), which develops creativity and includes an experimental component not only at the heuristic, but also at the inventive level. In higher pedagogical educational institutions, the teaching of the discipline "Technological practicum" is mainly focused on the planning and technological sequence of labor operations, which requires students to demonstrate independence, study literature, apply technological knowledge in practice, and analyze and synthesize the received information.

The project method is a learning system in which students acquire knowledge and skills in the process of planning and performing progressively more difficult practical tasks-projects *(Myronchuk N. M., 2017: 79)*.

N. Myronchuk believes that the use of the project method during studying of educational disciplines of the professional and pedagogical direction in the training students' contributes to the creation of conditions for information search and assimilation or deepening of professional knowledge, development of abilities and skills of self-organization in professional and pedagogical activities; develops criticality and flexibility of thinking; forms the ability for creative search and innovative activity.

The scientists *(Kobernyk O. M., 2008; Tkachuk S., 2007)* single out the following types of projects: research, creative, game, informational, practice-oriented. In order to form the self-organizational abilities of students, we directed their activities to the development of practically oriented projects. At the same time, the content of the project task was focused on the social and professional interests of the designers, and the result of the project activity was predicted (document, diary, program, plan, recommendations, etc.).

With the help of the project method, it is possible to establish strong connections between the students' theoretical knowledge and their practical transformative activity. The humanistic orientation of students' activities based on taking into account the human factors of creation

creates prerequisites for the formation of such personal qualities in students as technical think-ing, as well as determination and will in the process of implementing their own developments into practice.

Considering the project method in the context of students training of a technological profile, we adhere to the definition of S. Goncharenko, who considers it in the aspect of the organization of training, when knowledge and skills are acquired in the process of planning and performing practical tasks – projects *(Honcharenko S. U., 1997)*.

The use of project-based technologies in student training requires the development of the technological infrastructure of the educational environment. This means the introduction of computer equipment, network support, information terminals, educational and methodolo-gical techniques, and technical support for project technologies, as well as the development of a strategy for equipping educational institutions with the necessary educational software *(Kozak L., Vrublevska T., Matusevych L., Buhera Y., Bilevych S., 2022)*.

In modern educational practice, various pedagogical technologies are used, which ensure the activation of students' creative abilities. In the educational field "Technology" the most pro-ductive are project-based creative learning technologies. In the process of project activities, stu-dents develop their creative potential and learn the basic laws of building modern technologies. The most effective in the educational sense are the project method, modern methods of creating new technical and technological solutions.

Project learning can be considered as a didactic system, and the project method – as a component of the system, as a pedagogical technology that involves not only the integra-tion of knowledge, but also the application of updated knowledge and the acquisition of new ones. Various methods are used to comprehensively solve learning tasks, including the imple-mentation of creative projects, the purpose of which is to involve students in the process of transformative activity from the development of an idea to its implementation *(Omelchuk O., Shabaha V., 2016)*. Taking into account the interests of students, the teacher helps them to choose the direction, purpose and content of educational activities in the zone of immediate development, ways and forms of its implementation, methods of analysis and evaluation of the result, to build activities for the implementation of the project.

In pedagogical practice, the use of the project method can purposefully solve the tasks of individually oriented education. The effectiveness of this method is due to the fact that it allows students to choose an activity based on their interests, which corresponds to their abilities, and is aimed at forming their knowledge, skills and abilities. Carrying out projects, students master the algorithm of innovative creative activity, learn to independently find and analyze infor-mation, obtain and apply knowledge from various fields, fill gaps, gain experience in solving creative tasks.

The project is complex in nature, that is, its implementation can use knowledge and skills in several sections of the program (for example, materials processing). This possibility cannot be excluded when the project is carried out within the framework of only one section. To com-plete projects, students need theoretical and practical skills and knowledge of other disciplines.

As practice shows, by developing and implementing projects, students develop the skills of thinking, searching for information, analysis, experimentation, decision-making, independ-ent work and working in groups. Projects can be done individually or in groups. During group work, students learn the material in a joint innovative form of its study, discussion and mutual learning with the development of a generalized, collective solution.

Working in groups, students gain experience in complex problem solving with the distri-bution of functions and responsibilities among group members. At the same time, the emphasis

in the educational process is on the formation of cooperation skills focused on the process of joint activity, in relation to skills focused on a specific result. In a number of foreign universities, especially those of a technical profile, project-based learning is structured in such a way that, firstly, it involves the mandatory completion of a semester-long group project, and secondly, the assessment of both the student's group work within the framework of a joint project and individual contribution to its implementation.

When the project is carried out under the direct guidance of the mentor, students consistently implement their recommendations on the course of action, one should speak of an executive project. Implementation of such projects is inevitable at the initial stage of using project-based learning, as students do not have enough experience to independently search. In this case, the teacher does not impose his opinions, but introduces options for the discussion of joint actions, showing the logic of building a project activity, going through the path of creating a project together with the students.

If the students put forward the project idea themselves, developed an action plan and implemented it, creating a real, high-quality, innovative product, then this project can be characterized as creative.

Each project has its own focus. It helps to understand which stages of activity should be given the main attention and how to change the project tasks in order to achieve the set pedagogical goals.

At the first stage of design, all future actions are designed in a theoretical form with the mandatory identification of possible problems and contradictions and the development of options for overcoming them. At the second stage, ideas are tested (implemented) in practical activities. All practical actions are carried out on the basis of the developed activity strategy. As the project progresses, theoretical developments may be refined and specified, corrections may be made to them. The general structure of activities that reproduces (models) the basic regularities of design technology remains unchanged.

4. Conclusions

Therefore, using the project method in the training of students of a technological profile in a higher education institution is aimed at socially significant psychophysical, moral and intellectual development, strengthening their aptitudes and abilities, their essential strengths and vocation; involvement of students in successful work and the system of universal moral values; formation and satisfaction of their activity and cognitive requests and needs; creating conditions for self-determination, creative self-expression and continuous education.

Further research is focused on improving teaching activities in the educational technology space, which ensure the quality of education of students of a technological profile in a higher education institution.

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THEORETICAL MODEL FOR THE DEVELOPMENT OF ENTREPRENEURIAL COMPETENCE OF FUTURE PERFORMING ARTISTS

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Summary

Creative industries stimulate the development of a modern innovative economy, which necessitates the quality training of professionals in the field of creative industries – highly qualified, creative, self-motivated , nationally conscious, civically active, and socially responsible. Future performing artists, provided their development of professional, digital, entrepreneurial, and other competencies crucial for the post-war recovery of Ukraine, will be able to make a significant contribution to the sustainable development of society. To ensure a comprehensive vision of the development of entrepreneurial competence among future performing artists, the method of theoretical modeling was applied. Therefore, the article theoretically justifies a model for developing entrepreneurial competence future performing artists in vocational colleges, which consists of four interconnected blocks (perspective and target, theoretical and methodological, content and process, control and result). The result of implementing this model is the justification of conditions necessary for improving the training of future performing artists for entrepreneurship. Future artists should be capable of independently managing their lives and careers, able to enter the labor market as employees or self-employed individuals, and also to establish their own business with a cultural direction. A promising direction of research is the development of a methodology for the development of entrepreneurial competence future performing artists, which includes describing a set of relevant methods, systems of techniques and methods.

Key words: entrepreneurial competence, performing artist, vocational college, entrepreneurial activity, entrepreneurship, creative industries.

1. Introduction

In the modern world, entrepreneurship and creativity significantly intersect in the business space and are interconnected, with creative industries seen as a progressive technology for the development of a modern innovative economy, which necessitates the training of qualified professionals for the artistic field. Entrepreneurship practice, especially at the level of small businesses, enables successful solutions to population employment issues, the involvement of human potential for the creation of new material and spiritual goods, overall economic and social development of the country *(Zemka, 2017: 110)*. The post-war period will determine the need for professionals in the field of creative industries who will respond to current trends and societal values. Society and the state face a national task of modernizing Ukrainian education, which is realized through shaping the value system and ideals of civil society in future professionals, preparing morally, spiritually mature, independent, active, and competent citizens who live and work in the conditions of an information society *(Seredina, 2022: 16)*. In the context of

digitalization, future performing artists have the ability to make an active contribution to society, enter the labor market as hired workers or self-employed individuals, and establish their own businesses with cultural and socially significant directions *(Shesterikova,, 2023: 449)*. Innovative development in education requires the creation of new learning technologies capable of effectively preparing future artists for professional activity *(Bulakh, 2015: 157)*. It is known that a future artist engaged in entrepreneurial activity, using creativity as a resource, is capable of implementing innovations to improve business efficiency *(Tkachuk 2015: 501)*. Therefore, the preparation of future performing artists for entrepreneurship must be systematic, developing the qualities, skills, and abilities of individuals capable of perceiving today's changes and taking responsibility for the decisions.

The aim of this article is to design and theoretically justify a model for developing entrepreneurial competence future performing artists in vocational colleges.

2. Methods of the study

In order to ensure a comprehensive understanding of the development of entrepreneurial competence future performing artists in vocational colleges, the method of theoretical modeling was utilized based on the implementation of relevant pedagogical conditions. This method is a scientific approach grounded in the examination of an object by using its copy (model) and and is known from certain sides determined by the researcher *(Dobronravova et al., 2018: 169)*. Models can serve as a basis for further improving the pedagogical process, determining key management parameters, and monitoring its effectiveness *(Slipenko & Kobernyk, 2020: 161)*. The modeling process involves using methods such as systemic analysis, generalization, and comparison at all stages. By applying the method of systemic modeling, a holistic content-functional model for the development of entrepreneurial competence future performing artists was developed. The model includes defined methodological approaches, principles, structural components, stages, forms, pedagogical conditions, criteria, and levels of entrepreneurial competence development. The developed model enables positive dynamics in the development of entrepreneurial competence future performing artists, thereby enhancing the educational process.

3. Literature review

Scientific and methodological works on pedagogical modeling and dissertation studies containing models for developing entrepreneurial competence have been analyzed. Scholars such as A. Bukatseli, O. Tkachuk, A. Kholodnytska, N. Chechetova, T. Chechetova-Terashvil, and others have studied the issue of creative entrepreneurship in the cultural sphere. The preparation of youth for entrepreneurial activity has been addressed in the works of L. Bazyl, V. Baidulin, L. Bondarieva, I. Hrytsenok, L. Yershova, D. Zakatnov, H. Kovtun, V. Maikovska, H. Matukova, I. Seredina, V. Slipenko and others. Models for developing entrepreneurial competence have been projected in their dissertation research by O. Zemka, A. Moldovan, I. Seredina, V. Slipenko, M. Strelnikova, M. Tkachenko and others.

4. Structure of the model

The structure of the model for the development of entrepreneurial competence future performing artists includes four interrelated blocks: perspective and target, theoretical and methodological, content and process, control and result (Fig. 1).
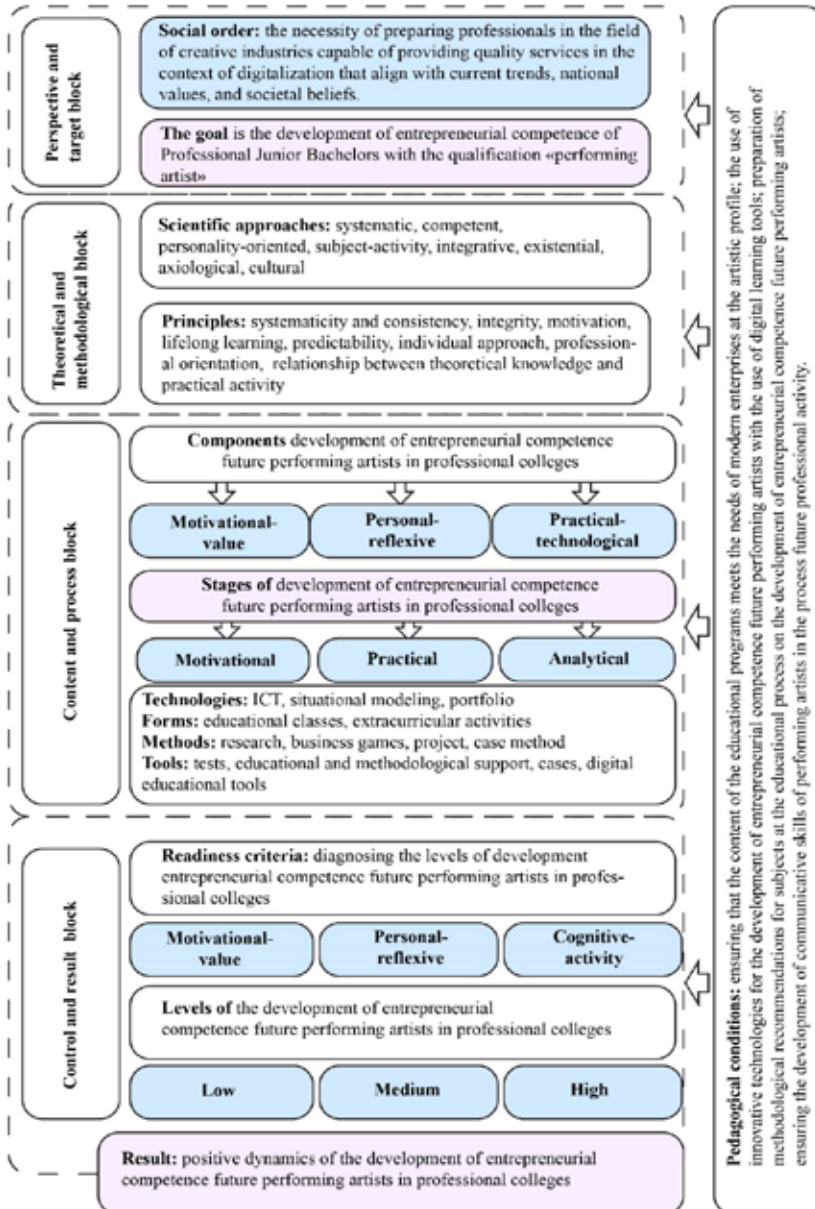
Fig. 1. Model of Development of Entrepreneurial Competence Future Performing Artists in Vocational Colleges

The perspective and target block contains such components as social order and the goal of developing the entrepreneurial competence of future performing artists. The social order presented as a request from society for the preparation of specialists in the field of creative industries capable of providing high-quality services in the conditions of digitalization, corresponding to current economic trends, national values, and societal beliefs. The goal of developing entrepreneurial competence of Professional Junior Bachelors with the qualification as "performing artist" is to fulfill the social order for the training of competitive professionals in the field of creative industries, competent in financial activities, nationally conscious, civically active, socially responsible, capable of independently managing the development of their lives and careers.

In **the theoretical and methodological block** the key concepts of the researched scientific problem are substantiated, and a range of scientific approaches and principles optimal for ensuring effective preparation of future performing artists for entrepreneurial activities in the field of creative industries are identified and characterized.

The concept of «entrepreneurial competence of future performing artists» can be interpreted as an integrative property of the personality that takes into account and synthesizes: personal qualities favorable for the self-realization of artists in the field of creative industries; motives and values that determine the direction of their creative activity; knowledge, abilities, skills and a certain experience of successful artistic activity, the mastery of which contributes to the effective conduct of business activities for the self-realization of performing artists in the conditions of the modern innovative economy, ensures their readiness to overcome the challenges of modern creative industries and the ability for business activities and financial success in this area *(Shesterikova, 2022: 17)*.

The system of scientific approaches for the development of the entrepreneurial competence of future performing artists includes the following approaches: systematic (aimed at identification of patterns, structuring the content of the educational process, combining the ability to various forms and methods of self-expression of artists); competent (provides the ability of future performing artists to continuously improve their professional activities throughout life and readiness to adapt to changing trends in the conditions of digitalization); personality-oriented (focused on creating pedagogical conditions for the disclosure and development of personal qualities of artists, needed to start their own business in the creative industries sector); subject-activity (focused on creating appropriate conditions for future performing artists to gain experience in implementing their own business ideas); integrative (determines the interconnection of all educational components to achieve a synergistic effect from mastering the educational program); existential (contributes to the formation and development of the need to improve life (their own, family, society) by opening and running their own business); axiological (aims to form a system of values and value relations in future performing artists for doing business, taking into account the needs and interests of the individual, family, society, state); cultural (determined by socio-historical, methodological, ethical prerequisites and aimed at understanding professional activity by future performing artists as a societal and personal value).

The organization of the process for developing entrepreneurial competence future performing artists is based on a system of principles: systematicity and consistency, integrity, motivation, lifelong learning, predictability, individual approach, professional orientation, relationship between theoretical knowledge and practical activity. The interrelationship of the determined methodological approaches and principles ensures the implementation of targeted development of entrepreneurial competence future performing artists in vocational colleges.

The content and process block of the model includes structural components, stages, pedagogical technologies, methods, forms, means of developing the entrepreneurial competence of future performing artists.

Taking into account the specificity of professional activities in the artistic sphere, four structural components of entrepreneurial competence future performing artists in vocational colleges have been identified and characterized (motivational-value, personal-reflexive, practical-technological). All components are interconnected and complement each other, characterize the ability of future artists to make decisions on the basis of acquired knowledge, abilities, skills and experience.

The model reflects the sequential process of developing the entrepreneurial competence future performing artists in the form of three stages: motivational, practical, and analytical.

In the first motivational stage, stimulation of the professional activities of future performing artists is envisaged through facilitating interaction with other spheres of art and business. It is important to point out to future artists the opportunities for self-realization and successful entry into the job market or starting their own business.

The second practical stage is implemented through conducting educational classes and extracurricular activities aimed at improving communication and organizational skills, financial literacy, and business activity to develop entrepreneurial competence.

The third analytical stage involves assessing and analyzing the results of the developed methodology for the development of entrepreneurial competence future performing artists in vocational colleges, according to the levels of practical skills and abilities, personal qualities, and abilities for creative exploration, as well as analysis of the business environment.

For the development of entrepreneurial competence future performing artists, it is important to apply various forms of work, such as educational classes (lectures, seminars, practical classes), and extracurricular activities (participation in various professional events). A complex of technologies (information and communication technology, situational modeling, portfolio), methods (research, business games, project-based learning, case method), and tools (tests, educational and methodological support, cases, digital educational tools) have been selected for the implementation of the process of developing entrepreneurial competence future performing artists.

The control and result block of the model includes criteria for diagnosing levels (motivational-value; personal-reflexive; cognitive-activity), respectively, indicators for each level and results evaluated by levels (low; medium; high).

To ensure the interconnection of blocks within the model for developing entrepreneurial competence future performing artists, four most significant experimentally determined and theoretically substantiated pedagogical conditions were taken into account: 1) ensuring that the content of the educational programs meets the needs of modern enterprises at the artistic profile; 2) the use of innovative technologies for the development of entrepreneurial competence future performing artists with the use of digital learning tools; 3) preparation of methodological recommendations for subjects at the educational process on the development of entrepreneurial competence future performing artists; 4) ensuring the development of communicative skills of performing artists in the process future professional activity. The result of implementing the presented model is a positive dynamics of the development of entrepreneurial competence future performing artists in professional colleges.

5. Conclusions

Based on our theoretical analysis, we have developed and theoretically substantiated a comprehensive model for the development of entrepreneurial competence future performing artists in vocational colleges. In implementing this model, future performing artists should be capable of independently managing their lives and careers, be able to enter the labor market as employees or start their own businesses in the field of creative industries.

Promising research directions include the development of a methodology for the development of entrepreneurial competence future performing artists, which includes describing a set of methods, a system of techniques, and approaches, its approbation and experimental verification of the effectiveness of identified pedagogical conditions.

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THE CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) METHODOLOGY AT ENGLISH LESSONS IN GENERAL SECONDARY EDUCATION INSTITUTIONS OF UKRAINE

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Summary

Methodology of content and language integrated learning (CLIL) is a gradual replacement of cramming and sometimes unconscious repetition. The principle of integration and functional contextual mastering of a foreign language have become extremely popular in the world, and have also made it possible to determine the advantages and problems of implementing the content and language integrated learning method into the educational process in many countries of the world.

The given article is devoted to the issue of using the methodology of content and language integrated learning (CLIL) at each educational level of the Ukrainian education system, its methodological tasks are considered at each structural stage. Attention is paid to the main conditions for the successful implementation of the method of content and language integrated learning (CLIL) in Ukrainian secondary education institutions. The general principles of lesson planning and a series of English language lessons in Ukrainian secondary schools are considered.

Key words: content and language integrated learning, conditions of realization, planning of English lessons, successful study of English, secondary educational establishments of Ukraine.

1. Introduction

Content and Language Integrated Learning (CLIL) has attracted a lot of attention and interest in recent years both in Europe and around the world. This is maddeningly connected with the spread of subject teaching in English in state pilot experimental schools, universities or international schools. There is a trend of desire of parents who would like their children to start learning English earlier. Many children now have a relatively good command of English by the time they graduate from general secondary education and need more than repetition of what they have already learned. These trends are an obvious fact and demand to perceive English as an international language, which is important for choosing a future profession and further career development.

The belief underlying CLIL is that teaching subjects through English provides better preparation for professional life than teaching English as a meaningless subject. There are also

clear motivational advantages in teaching English for a clearly defined purpose, which is perceived by students as relevant. Recently, the CLIL method has become something like a cult movement, many articles and even books have appeared that discuss its theoretical foundations.

Scientist David Marsh, the founder of the CLIL methodology, explained its purpose as "an educational approach that uses various language-assistive methodologies that lead to the creation of a bifocal form of explanation, where attention is paid to both language and content" *(Marsh, 2016)*.

Such foreign researchers as M. Allen, A. Bonne, D. Graddol, L. Dale, D. Coyle, L. Collins, D. Marsh, I. Ting and others paid attention to the study of the CLIL methodology.

Among domestic scientists, the problem of content and language integrated learning was reflected in the work of such scientists as A. Artsyshevska, S. Bobyl, A. Vyselko, Yu. Marnopolska, Yu. Rudnik, Yu. Cobol, O. Khodakovska, and others.

The analysis of scientists' researches allows us to single out the following main advantages of the CLIL methodology:

– increasing motivation to learn a foreign language;

– purposefulness in the process of mastering a foreign language to solve specific communicative tasks;

– the priority of forming skills for communication in a foreign language in a professional context;

– the interactive and cooperative nature of work using the CLIL methodology is the basis for increasing students' self-confidence;

– development of culture and intercultural knowledge for better knowledge and understanding of the culture of the language being studied;

– immersion in a deliberately created linguistic environment;

– assimilation of special terms and necessary certain language constructions, increase and expansion of the vocabulary of subject terminology;

– increasing the level of critical thinking and learning to orient quickly when learning new material;

– the possibility of implementing the CLIL methodology in various forms of education and in various educational situations;

– creation of an opportunity for teachers to integrate the study of a foreign language with various educational non-language subjects.

Ukrainian teachers of general secondary education institutions face the task of learning to effectively apply the CLIL methodology in English classes and, accordingly, learn the general principles of lesson planning.

The main goal of the proposed article is to acquaint Ukrainian English language teachers of general secondary education institutions with the basic principles of planning English language lessons using the CLIL method, to draw attention to the difficulties that arise in the planning process and to the general means of overcoming them.

2. Implementation of the CLIL methodology in the Ukrainian education system

The key competencies of Ukrainian education are outlined as "necessary for every person for self-realization and personality development, an active civic position, social integration and work" *(Educationalprogram, 2018)*.

"Ukrainian education structure is regulated by the Law of Ukraine "On Education" and includes: preschool education; general secondary education; extracurricular education; vocational and technical education; higher education; postgraduate education; postgraduate studies; doctoral studies; self-education.

CLIL refers to an educational approach in which the study of a foreign language is combined with professional topics. CLIL (Content and Language Integrated Learning) a teaching method where subjects are taught in foreign languages" *(Educationalprograms, 2018).*

In accordance with the Law of Ukraine "On Education", at each educational level certain tasks are provided for the purpose of introducing the method of subject-language integrated learning (CLIL) into the Ukrainian education system.

Pre-school education. At this stage, the challenge is to provide high-quality early education, which involves children from the age of three (with the support of state programs), the CLIL demethod is used to improve education, due to the low level of English / other second language of children up to 6 years old. The goal is to increase the level of knowledge of a second or foreign language through play and learning using the CLIL methodology. Combine academic and cultural CLIL.

As far as pre-school education is concerned, CLIL is a guarantee for any learning objectives that a school may have. Basically, future learners should prepare for two possible paths: many will continue in an academic EFL environment, and some of them will participate in bilingual educational programs. CLIL serves them both and, most importantly, keeps preschoolers engaged in play and learning.

Primary education. The CLIL methodology at this level should be used for the purpose of finding and selecting content, learning the language, adapting the content to the needs and abilities of students, and finding ideas for the implementation of CLIL in the primary classroom. It is necessary to choose topics that promote interdisciplinary learning, adding a real dimension to the course topic, contextualizing language learning.

Children learn languages better when they are immersed in contexts where there is natural exposure and opportunities for genuine use of it for other learning, rather than when it is taught as a separate, and sometimes "isolated" subject. This concludes the role of a foreign language in primary education and is one of the reasons why integrated content and language learning (CLIL) can be considered suitable not only for increasing the development of foreign languages in such contexts, but also for achieving broader, more far-reaching educational goals. Key issues for younger students aged 6–10 are also addressed, namely language development and cognitive maturity, learning and assessment of scaffolding

Secondary education. The CLIL methodology is used in schools to prepare students for professional activities. Initiatives are implemented in the context of content and language integrated learning (CLIL) (communication in a foreign language). The development of new curricula, in which the development of special K&S (Knowledge and Skills) is combined with the development of creativity. It is most often implemented in such institutions as gymnasiums, lyceums, colleges (alternative state schools).

Evaluation of the results of education obtained by a person at a certain level of education, namely external independent evaluation, is carried out by a specially authorized state institution (organization).

Higher Education. During this period the CLIL methodology can influence the formation of the necessary competencies of students in medical, technical, humanitarian and other universities. The specifics of this method is that knowledge is a tool for studying the content of the subject. The main attention is paid to the content of special texts and the necessary subject

terminology, which are integral parts of the CLIL methodology. At the same time, the language is integrated into the curriculum, and the need to immerse yourself in the language environment for the possibility of discussing thematic material significantly increases the motivation to use the language in the context of the studied topic. The advantages of CLIL are that this technique allows you to use a foreign language in a real context to solve real professional tasks. Additional advantages of CLIL are a holistic and synthesized perception of the subjects being studied, saving study time, deeper penetration into the essence of problems, increasing student motivation. The education system and its readiness for change depends on the level of development of society, production and improvement of its scientific and technical foundations, on historical experience and national traditions."

3. Basic principles of lesson planning and a series of English language lessons using the CLIL method in institutions of general secondary education

Certain principles should be followed when planning CLIL lessons in general secondary education institutions.

Principle 1: Content material.

"Studies of the specifics of second language acquisition have shown that meaningful material is one of the main prerequisites for mastering a foreign language. The content of the auditory work must be rich in the sense that it focuses on global problems facing humanity, simultaneously connecting with the daily life of the martyrs and their areas of interest. Learning a subject in a foreign language works best when students can make connections with prior knowledge, experience, and attitudes.

Video clips, animations, web quests, podcasts and other interactive materials on English websites combine motivational and illustrative materials with an authentic linguistic resource. They are a rich source for the development of complex tasks that promote the development of creative thinking and create opportunities for a meaningful result.

One of the key concepts of material selection is the concept of "multimodal presentation". Various methods of visual representation of specific subjects (using maps, diagrams, etc.) not only allow to diversify teaching and promote visual literacy, they also enable a deeper understanding of the subject's essence and serve to illustrate and explain complex issues presented in a foreign language" *(Pavlova, 2019)*.

Principle 2: Training with supports.

"In order for students to successfully cope with authentic learning materials, it is necessary to rely on supports. The number and intensity of supporting elements can be reduced as students develop their skills and abilities *(Potenko, 2014)*.

Principle 3: Active interaction and focus on results.

"Assimilation is significantly facilitated by its use in interaction. The feedback received during oral interaction contributes to the development of interlanguage communication, as the students' capabilities are revealed thanks to the interaction. Student interaction and performance depend on the tasks they perform, so task development is at the heart of every CLIL lesson and one of the key competencies of every CLIL teacher" *(Potenko, 2014)*.

Principle 4: Involvement of the intercultural aspect.

"If we want to prepare our students for successful activities in the globalized world, give them the opportunity to work in teams across national and cultural boundaries, intercultural

communicative competence should be the ultimate educational goal and the basis of our education. CLIL can make a significant contribution to achieving this goal. Students must not only learn to discuss key issues in a foreign language, they must also be aware of hidden cultural codes, appropriate linguistic and non-linguistic means" *(Potenko, 2014)*.

Principle 5: Developing the ability to think.

"The ability to think is the key to success in the information age. Unfortunately, teachers give preference to tasks aimed at students' assimilation of information, which is the lowest level of thinking and is associated with memorization and does not lead to the development of the ability to think" *(Potenko, 2014)*.

Principle 6: Sustainability education.

"Continuous learning aims at deep assimilation of knowledge and its use in various situations, when passive knowledge is transformed into active. Competent students are those who can consciously acquire knowledge and spontaneously use their knowledge and skills" *(Potenko, 2014)*.

4. Application of the method of content and language integrated learning (CLIL) and peculiarities of planning a series of lessons in Ukrainian institutions of general secondary education

The process of implementing the method of content and language integrated learning (CLIL) in Ukrainian secondary education institutions can take place in different ways, namely:

• Implementation of adaptation of the course of the subject for teaching in a foreign language, that is, the teaching of the subject in a foreign language will take place with the parallel development of skills and knowledge of the foreign language.

• Implementation of interdisciplinary projects involving cooperation between language teachers and subject teachers. An example can be the study of various aspects of ecological citizenship, trade, war and peace.

• The use of a meaningful approach to studying topics. For example, the study of the topic "House" can be based on a comparison of houses in an African country and an English-speaking Western culture; the study of the topic "Water" can include analysis in various scientific aspects: geographical, historical, as well as in the perspective of poetry, art, drama and music.

• Work on global projects of international organizations, for example, the organization Science Across the World, where the problems of global warming, renewable energy, road safety, etc. are studied by students in different countries and in different languages, and then the results are compared" *(Deller, 2007)*.

However, teachers need to pay attention to the peculiarities of planning a series of lessons using the CLIL method.

1. CLIL lesson planning begins with content selection.

2. Providing a multimodal basis and its uniform distribution in each CLIL lesson is carried out with the help of materials that correspond to different learning styles and activate different communication skills and abilities.

3. The nature of the selected material (that is, texts, diagrams, maps, video clips, etc.) and students' familiarity with it determine how many and what type of supporting elements are needed. It also indicates what special skills of studying the subject need to be practiced with the students so that they can successfully cope with this material.

4. Tasks must be designed to develop higher-level thinking and communication and ensure authentic communication in various interactive forms (individual work, work in pairs, work in groups, etc.).

5. The final product to be created by students (poster, interview, presentation, map, etc.) determines what result should be obtained" *(Deller, 2007)*.

5. Conditions for successful implementation of content and language integrated learning (CLIL) methodology in Ukrainian secondary education institutions

World and domestic experience shows that the process of implementing the method of content and language integrated learning (CLIL) in Ukrainian secondary education institutions can only be successful if certain conditions are met.

Condition 1. Availability of a good educational base.

This means that educational materials must be authentic, informative and meaningful, which can create a rhythmic environment for students. Authentic materials and cognitive tasks can be videos, videos, web quests and other interactive educational resources of foreign language sites *(Artsyshevska, 2021)*.

Condition 2. Active support and help from the teacher.

During the learning process, the teacher must provide the student with an explanation of the task so that the student can achieve the set learning goals. Gradually, such activity will decrease as students' foreign language competence is formed. Great attention should be paid to such productive types of speech activity as speaking and writing *(Artsyshevska, 2021)*.

Condition 3. Establishment of intensive and productive mastery of a foreign language.

A variety of methodological techniques will contribute to active authentic communication within classes, since learning a foreign language is successful when establishing communicative goals and communication situations *(Artsyshevska, 2021)*.

Condition 4. Multiculturalism.

The use of the CLIL technique provides an opportunity to study material that takes into account the presence of differences in the perception of many things by representatives of various cultures *(Artsyshevska, 2021)*.

Condition 5. Development of cognitive skills.

Such words as "what", "why", "how" should be included in problematic questions. The close interaction of substantive, cognitive and linguistic components is able to verbalize complex mental processes *(Artsyshevska, 2021)*.

Condition 6. Ensuring sustainable education.

The learning process should engage the long-term memory of students *(Artsyshevska, 2021)*.

Basically, the success of the method of content and language integrated learning depends on the pedagogical skills of the teacher and the didactic approaches he uses. If the teacher sees that it is difficult for students to perceive the material being studied, then it is necessary to adapt this material, it is possible to reduce the speed and intensity of study, to use various visual means of learning.

6. Conclusions

Content and Language Integrated Learning (CLIL) has been the focus of great attention and interest in recent years both in Europe and around the world, as this method is based on the principle of teaching subjects through the English language, which in turn provides better preparation for professional life. The successful implementation of the CLIL methodology in the Ukrainian system of general secondary education depends on certain principles of planning lessons in English and the presence of conditions for the gradual process of teaching students according to the specified methodology. However, it should be noted that the success of the implementation of the CLIL content and language integrated teaching method depends on the availability of educational material, active communication in the lesson, the development of students' cognitive skills, and most importantly, on the teacher's pedagogical skills and the didactic approaches he uses.

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FLIPPED LEARNING: ENHANCING EDUCATION

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Summary
This research explores the concept of flipped learning and its implications for contemporary pedagogical science. Various models and approaches to flipped learning are examined, highlighting its potential benefits and challenges. Through an analysis of current research and practical examples, it is demonstrated how flipped learning can enhance student engagement, promote active learning, and facilitate deeper understanding of course material. The aim of this research is to substantiate the effectiveness of employing the "flipped learning" methodology in the preparation of future educators. Additionally, the changing roles for both educators and students in the flipped classroom environment are discussed, underscoring the importance of collaboration and student autonomy. It is concluded that the use of flipped learning technology, under methodologically sound application, will contribute to the development of digital competence among educators and the enhancement of students' scientific skills, motivation, and academic success.

Key words: technology of "flipped learning", e-learning, education, types of flipped classrooms.

1. Introduction

In contemporary academia, universities find themselves at a crossroads, tasked with the mission of nurturing a novel generation of graduates: individuals who embody creativity, critical thinking prowess, and the ability to tackle intricate socio-ecological dilemmas *(Cortese, 2003; Wals & Jickling, 2002)*. Concurrently, these institutions confront mounting pressure to revolutionize their pedagogical paradigms while aiding an increasingly diverse student populace in their journey into higher education *(Crosling, Heagney, & Thomas, 2009)*. Such imperatives underscore the pressing need for pedagogical approaches that are both introspective and adaptive. Blended learning methodologies, which seamlessly integrate a spectrum of technology-enhanced learning modalities across physical and digital realms, have emerged as pivotal tools in this educational landscape *(James Cook University, 2014, section 3)*. However, the emergence of Generation Z students, presents a new challenge. These digital natives exhibit a palpable restlessness and disenchantment with traditional teaching formats characterized by passive lectures and rote note-taking. Consequently, educators find themselves grappling with the realization that conventional pedagogical methods no longer suffice in engaging this cohort. This dwindling classroom engagement poses a formidable obstacle, as robust student participation correlates closely with enhanced academic achievement.

The aim of this research is to substantiate the efficacy of employing the "flipped learning" methodology in the preparation of prospective educators.

Blended learning characterizes a pedagogical approach that combines online and face-to-face learning *(Zounek, 2009)*. The benefit of blended learning lies in the integration of technology in teaching with methods used in face-to-face teaching. According to some authors, blended learning is a flexible and dynamic complex system that combines face-to-face instruction with technology-based instruction *(Thorne, 2003)*. Technology does not play the most important role in blended learning. Rather, it is the pedagogy and methods that occupy the most significant role in blended learning. This statement is also emphasized by Zounek (2009) in his publication, who stresses that blended learning is important to use in teaching only if the chosen technology will help us to achieve our learning objectives.

Teaching using blended learning is more beneficial, effective, and flexible for both students and teachers *(Stein & Graham, 2020)*. The same authors believe that blended learning promotes active learning and independence in the learning process. Other studies highlight the following benefits of blended learning: Effective pedagogy *(Picciano et al., 2013),* ease of establishing communication between student and teacher, self-regulation of learning, and verbal and nonverbal communication throughout the course.

Teachers and course designers can choose from several types of blended learning *(Stein & Graham, 2020)* and divide blended learning into three different types: hybrid learning, hyflex learning, and the flipped classroom. In hybrid learning, part of the learning is moved to an online environment, and in hyflex learning, teaching is delivered in an online format in combination with face-to-face tutorials. Students themselves decide how often they want to use face-to-face consultations *(Beatty, 2014)*.

2.1. Characteristics of the Flipped Classroom

There are numerous interpretations and perspectives regarding the features of the Flipped Classroom model. According to the University of Minnesota (2013), while various opinions exist regarding the characteristics of the Flipped Classroom approach in educational settings, the most effective Flipped Classroom model typically embodies three key attributes. Firstly, the in-class learning environments are meticulously structured, necessitating educators to plan for every minute to ensure students remain engaged with the lesson. Secondly, the in-class activities should be designed to prompt students to solve problems, respond to quizzes, apply, or recall the content covered in the flipped video beforehand. Lastly, students are strongly incentivized, through grading, in-class activities, and educator expectations, to complete out-of-class assignments and attend in-person sessions. Zounek (2016) outlines four models of blended learning based on the Christensen Institute framework. Rotation Model: Instruction occurs in both online and face-to-face formats, with the primary portion of teaching delivered in a face-to-face manner. The Rotation Model is further subdivided into Local Rotation, Room Rotation, Flipped Classroom, and Individual Rotation.

Flexible Model: In this approach, instruction primarily takes place online, and students attend school for consultations or seminars conducted in small groups.

Free-Choice Model: Students in this model select online courses as supplements to face-to-face classes.

Enriched Virtual Model: In this model, teachers prepare course content in an online format. Students become acquainted with the course content during brief meetings with the teacher at school, with additional face-to-face sessions serving as supplements to the online courses. In conclusion, blended learning is a flexible and dynamic pedagogical approach that integrates online and face-to-face instruction. Its advantages include effective pedagogy,

seamless interaction between students and instructors, self-regulation of learning, and verbal and non-verbal communication throughout the course. Instructors and course developers can choose from various models, including hybrid learning, hyflex learning, and the flipped classroom. The flipped classroom model, a type of blended learning, involves relocating traditional lectures outside the classroom and utilizing class time for hands-on and collaborative educational activities. This approach can be particularly effective in promoting active learning and increasing student engagement.

In the practice of foreign teachers, there are several types of flipped classrooms:

– The Standard Flipped Classroom: students are assigned homework that involves watching video lectures and reviewing materials related to the upcoming lesson. During class time, they apply the theoretical knowledge gained, and teachers have additional time to work individually with each student;

– Discussion-Oriented Flipped Classroom: students are tasked with watching specific videos or materials from online resources, after which the teacher facilitates a discussion based on the information presented;

– The Demonstration-Focused Flipped Classroom: this format is suitable for subjects that require the demonstration of materials and visual experiments. The teacher demonstrates the necessary activities, and students observe and analyze them before independently performing related tasks;

– The Faux-Flipped Classroom: this approach is employed when there is uncertainty about whether students will adequately prepare at home. In this model, students watch a video in class and then complete relevant tasks, with the option of receiving individual consultations with the teacher if needed.

The Group-Based Flipped classroom model encourages students to learn collaboratively, interact with one another, seek correct answers, and discover effective methods for obtaining information and conducting scientific research. To implement this model, students must voluntarily or at the teacher's recommendation form groups, familiarize themselves with relevant materials, and collaborate in solving specific scientific problems during class.

The Virtual Flipped Classroom enables the organization of students' work entirely remotely: the teacher provides materials for review, assigns practical tasks, offers online consultations, administers tests, and assigns final grades. The crucial aspect is initiating the study of relevant material by independently working through the theory, following the principles of the Flipped Classroom.

"Flipping the Teacher" implies that not all tasks need to be performed by the teacher–tasks such as preparing or searching for video materials, creating practical assignments, providing guidance, and evaluating work can also be delegated to students. In this scenario, the teacher observes the learning process, evaluates information presentation, and provides assistance as needed. (Learning and Innovation (2012).

The flipped learning represents a pedagogical innovation that has gained significant attention in recent years. It redefines traditional teaching methods by shifting the focus from passive instruction to active student engagement. This approach involves students accessing course content outside of class, allowing valuable in-class time to be dedicated to interactive activities and collaborative learning. In this way, the flipped classroom offers educators a dynamic framework to promote deeper learning and student-centered instruction.

2.2. Advantages and disadvantages of flipped learning

The use of the flipped classroom model has certain advantages:
– The teacher optimally manages their time to offer personalized assistance to each student, while simultaneously maintaining a focus on the quality of the practical tasks completed by each individual;
– Students have the freedom to independently revisit the material at their own pace, with the ability to pause or revisit specific segments as required;
– Enhanced Student Engagement: flipped learning promotes active participation by encouraging students to engage with course materials before class, leading to more interactive and engaging in-class sessions;
– Improved Understanding: pre-class study allows students to familiarize themselves with concepts independently, leading to deeper discussions and a better comprehension of the subject matter during class.
Personalized Learning: with traditional lecture time freed up, instructors can provide more individualized support and feedback to students, catering to their specific learning needs.
Disadvantages of Flipped Learning:
– Time-Intensive Preparation: implementing flipped learning requires significant time and effort from instructors to develop or curate pre-class materials, potentially increasing their workload;
– Technology Dependency: flipped learning heavily relies on technology for delivering pre-class content, which may pose challenges for students with limited access to technology or internet connectivity;
– Increased Student Responsibility: flipped learning places greater responsibility on students for independent learning outside of class, which can lead to heightened stress levels and feelings of overwhelm for some learners.

3. Conclusions

The use of flipped learning methodology brings about significant changes in the teaching process, which can have a substantial impact on the quality of education and the preparation of future teachers. This approach entails active collaboration between instructors and students, shifting the responsibility for learning onto the latter. By encouraging students to actively participate and experiment, flipped learning promotes a shift from mere information delivery to its comprehension and refinement. Such an approach can facilitate a deeper understanding of the learning material and enhance the effectiveness of the educational process.

However, for successful implementation of flipped learning, it is crucial to have adequate technological resources and corresponding pedagogical skills. Significant attention is required in planning and organizing the learning process, as well as in supporting students in their independent work. The ultimate goal of flipped learning is active student engagement in their own learning and the development of their analytical and problem-solving skills, which can positively impact their professional development as future educators.

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FIVE SYLLABIC POETS: ARCHITECTS OF A NEW COUNTRY

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Summary

The study is devoted to the Five Syllabic Poets who were active in the early twentieth century, during the transformation of the Ottoman Empire into the Turkish Republic. This period was marked not only by important political and social changes, but also by dramatic transformations in the cultural sphere, including literature. The Five Syllabic Poets, also known as the "Five Silabists", aimed to create a new, authentic Turkish poetry that reflected the spirit and needs of modern Turkish society. They made a significant contribution to Turkish literature, noting their approach to poetry and their desire to make it accessible to a wide audience.

The Five Syllabic Poets sometimes made use of the materials of folk literature, which were used in a decorative style. The beauties of the country, the realities of Anatolia with its people and landscapes, their personal feelings, especially the national and historical. The fact that all five poets express a number of folk literature motifs in the treatment of these subjects shows their sensitivity to this issue.

The poetry of these poets also reflects the impact of Mustafa Kemal Ataturk's reforms on the literary process, indicating important changes in the consciousness of Turkish society during the period of transformation.

The analysis of the works of the Five Syllabic Poets allows us to better understand and evaluate the historical context and cultural transformations in Turkey at the turn of the century.

Key words: The Five Syllabic Poets, Hece-poets, Five Syllabists, Beş Hececiler, Hececiler, Turkish Republic, Turkish literature, Anatolia, the people of Anatolia, "true Turks", "great Turan", aruz, hece, Faruk Nafiz Chamlibel, Enis Behich Koryurek, Halit Fahri Ozansoy, Yusuf Ziya Ortach, Orhan Seifi Orhon.

1. Introduction

The Five Syllabic Poets (Hedge poets) (Turkish: *Beş Hececiler, Hecenin Beş Şairi, Hececiler, Hecenin Beş Ozanı*) began their literary activity in the early twentieth century during an unprecedented and important period in terms of laying down the vectors of the country's further development – the beginning of the restructuring of the Ottoman Empire into the Turkish Republic. The representatives of literature faced the same responsible and difficult task: to rebuild Ottoman literature into a qualitatively new Turkis120

h literature, full of the authentic identity of the Turkish people.

The objective is to examine the achievements of the Five Syllabic Poets. The research **object** is the influence of the works of the Five Syllabic Poets on the cultural life and society of Turkey during the period of transformation from the Ottoman Empire to the Turkish Republic. The research **subject** is the Literary works of the Five Syllabic Poets. Analysis, observation, induction, deduction, and generalization **methods** were used while writing the article.

2. Architects of a new country

The Five Syllabic Poets began their activities during the First World War and, having existed until 1923, brought their worldview to poetry and left characteristic monuments in it, including specific vocabulary, which today allows us to study the activities, moods, and peculiarities of the worldview of the representatives of this community. The fundamental aspiration of the poets was to turn poetry into an art form that was understandable and accessible to as many people as possible.

The period of change in the country was accompanied by the famous reforms of Mustafa Kemal Ataturk, which was reflected in the reforms in literature. It is the analysis of the literature of that time that allows us to trace and analyze the changes that took place in human consciousness at the turn of the epoch, at the crossroads of the country's past and future, during the period of fateful changes, and to plunge into the history of Turkey itself.

The poetic association the Five Syllabic Poets is represented by such figures as: *Faruk Nafiz Chamlıbel, Enis Behich Koryurek, Halit Fahri Ozansoy, Yusuf Ziya Ortach,* and *Orhan Seifi Orhon*. An interesting fact is that all the surnames of the representatives of this group are demonstrably Turkic, which can also be interpreted as the embodiment of the ideas of creating a new Turkic society, a large and unified Turkic state *(Virnyk, 2022)*.

The Five Syllabic Poets referred to the legendary past of the Turkic tribes, tried to crystallize the idea of "*true Turks*", "*great Turan*", and the nation's own self-identification as a great Turkic people *(Virnyk, 2022)*.

Fairy, monster-dragon, Indian-Chinese and nursery rhymes are the main fairy tale motifs used in poetry of all the Five Syllabic Poets. Yusuf Ziya and Orhan Seyfi, who were inspired by the *Oghuz Khan Epic* and the *Ergenekon Epic*, which come to mind first among the known Turkish epics, use *Oghuz Khan* and *Ergenekon* as motifs in their poems. The motifs of the Turkish epic are almost never found in other syllabic poets' poems, except for these poets *(Çapa Cebi, 2001)*.

In general terms, they use the syllabic meter, quatrains and verse forms of folk literature; the epic, folk tale, fairy tale elements, idioms, ancestral sayings, prayers, curses and religious elements of folk literature motifs in their poems by giving them the necessary importance and they are successful.

All of this contributes to the rise of the national spirit, popularization of Turkic history, culture, and worldview, and directing the vectors of society's attention to the Turkic past in order to shape its future.

3. Ottoman empire and aruz vs Turkish Republic and "hece"

The Five Syllabic Poets have written their poems in National Literature's point of view and reflection. They have been effective to show emotion, reflection, and cultural value from one generation to another in their poems. They have been active about interpretation of the world and events and building up the possibility of Turkish language *(Çapa Cebi, 2001)*.

The Five Syllabic Poets aimed at writing their poems using syllabic rhythm (Turkish – "hece") belonging to the Turkish Literature rather than aruz which had been widely applied for almost six hundred years in the Turkish Literature *(Ürkmez, 2009)*.

The Five Syllabic Poets have written their poems in syllabic meter, which is a system based on the principle that the number of syllables in a line is equal to each other. According

to syllabic meter, the number of syllables in the first line can only be equal to the number of syllables in the other lines. The syllabic meter is almost a national meter for Turkish folk poetry.

The first examples sung in this meter date back to the Pre-Islamic Turkish Literature Period. Turkish folk poetry has developed this poetic upbringing it received from the pre-Islamic period and reached until today. Today, the syllabic meter still exists alongside free verse (Turkish "*serbest şiir*") *(Çapa Cebi, 2001)*.

Syllabic meter is the most appropriate meter system for the structure of the Turkish language.

The poems in Kashgarli Mahmut's "*Dîvan-ı Lügati't Türk*" are written in syllabic meter. Such great figures as Ahmet Yesevî (12th century) and Yunus Emre (13th century) used syllabic meter. Later on, although the aruz meter was widely used, the syllabic meter continued to exist. From the early 14th century onwards, divan poets used aruz meter in all their poems, while *tekke* poets such as *Hacı Bayram Veli, Pir Sultan Abdal, Kaygusuz Abdal* and folk poets such as *Âşık Ömer, Gevherî, Emrah* wrote poems in both aruz and syllabic meter. *Saz* poets such as *Karacaoğlan* and *Dadaloğlu* write only in syllabic meter. Mehmet Emin (Yurdakul), who was the first intellectual to use syllabic meter, uses it in nine poems published under the title Turkish Poems (1899) after his poem "*Cenge Giderken*" (1897).

The syllabic meter, which gained a great superiority over aruz in time, became a movement between 1914 and 1921. Especially after 1917, young poets started to give the most beautiful examples of Turkish language in this meter in their poems and the poets called the Five Syllabic Poets played a great role in its success in a very short time *(Çapa Cebi, 2001)*.

These poets successfully apply Ziya Gökalp's principle that spoken language should be the language of literature by accepting that being simple and unpretentious in poetry is the best way. The Five Syllabists also use syllable in their theater works.

In their poems, the Five Syllabists widely used the syllable of 11, which is suitable for Turkish national taste. The poets who use these patterns of syllable the most in their poems are Orhan Seyfi and Yusuf Ziya *(Çapa Cebi, 2001)*.

These five poets started their poetry in aruz and wrote successful poems in this rhythm. Despite their advocacy of syllabic rhythm, Halit Fahri Ozansoy and Faruk Nafiz Chamlibel occasionally return to aruz in later periods of their literary lives. Halit Fahri experiences ebbs and flows between the aruz and "hece". Yusuf Ziya is the one with the sharpest line in defense of syllabic meter and hasn't changed his line. There were fierce debates between him and Halit Fahri on this issue *(Ürkmez, 2009)*.

The Five Syllabists remain unforgettable in terms of the vitality they brought to the syllabic meter in Turkish literature, their important contribution to the transition of Turkish poetry from aruz to free meter, and the new values they brought to the syllabic meter.

But despite all the creative pursuits of these poets another interesting fact is that at the end of their literature lives, almost all of the Five Syllabic Poets returned to aruz.

4. Analysis of ethno-cultural lexemes in the works of poets

Based on the analysis of the lexemes, we have found out that at the beginning of the 20th century ethno-cultural lexemes played the dominant role, they reflected the territorial integrity of Turkey, its boundaries, as well as indicated an important place of Anatolia in the minds of the Turks. *Anatolia* embodies the Turkic lands, the territory where the Turkic tribes moved in many centuries ago, which became for them a real homeland. The Turks feel nostalgic

about their homeland (*Anatolia*) being in a foreign country. In Anatolia there is a real Turkic spirit, dear to every citizen of Turkey.

Among the lexemes appearing in the poetry of the Five Syllabic Poets, there are also those that denote the concepts and phenomena of the Ottoman Empire (*Tugra, Sofa, Firman, Khaki Pai, Caravan, Sultan, Vizier, Aha, Efendi, Beylerbey, Pasha, Nashi Calfa*, etc.). Anthroponyms deserve a special attention. At the beginning of the twentieth century they were largely represented by the names of the characters of classical literary works (*Leyla, Majnun, Asli, Kerem, Shirin, Farhad*), the names of the Turkic rulers (*Oguz khan, Fatih, Abdulmejid*), the names of the Byzantine rulers (*Constantine, Justinian*), the names of the prominent generals of the Ottoman Empire, the names of the famous personalities (*Atatürk, Nedim, Fusuli, Nefi, Sinan*), the names related to the religion (*Yunus, Ali, Abel and Cain, Hidr, Ilyas, Jesus, Mohammed, Moses,* etc.), as well as symbolic proper names and ethnonyms.

Many phytonyms, with special connotations, have been identified symbolizing a certain location, people and their personality traits. During the Ottoman Empire there was a specific language of flowers. Presenting or mentioning a certain flower had a certain meaning that could be decoded knowing the symbolism of this flower (a *rose* – a woman, love, *a tulip* – man, sultan, Allah, *a carnaiton* – devotion, self-sacrifice, *a granate flower* – a symbol of wealth, a large and strong family, etc.) *(Pyshnokha, 2017; Pyshnokha, 2020; Virnyk, 2020)*.

Using ethnocultural lexems in their works, Turkish poets enrich semantics and intertextuality of their works. The ethnocultural lexems as cultural symbols link various historical epochs, toposses and various, significant Turkish texts; they preserve and spread cultural information, predetermine the comprehension or misunderstanding of the corresponding text fragments by the reader. Knowing the symbolism, historical sources, the current attitude to ethnocultural lexems one can grasp the value of the background, ethno-cultural information that is encoded in them, and also get closer to understanding the value of the priorities of the Turkish ethnic group, the current trends, thoughts, moods of the modern Turkish society, the preconditions of its formation *(Pyshnokha, 2020)*.

5. Conclusions

The creative activity of the Five Syllabic Poets significantly influenced the formation of aesthetic tastes and the conceptual platform of the figures of Turkish-language poetic discourse during the twentieth century, and the impulse they passed on to their descendants structurally and thematically modeled the creative patterns of representatives of Turkish literature, enriched the stream of creativity and aesthetics from which Turkish poets from Nazim Hikmet to the contemporary stars of the poetic beau monde of the Republic of Turkey drew inspiration.

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EXERCISES AND TESTS IN ENGLISH ACADEMIC WRITING

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Summary

The aim of this paper is to disclose the critical domain of academic writing and its pivotal role in scholarly communication and professional achievement. The study seeks to evaluate the efficacy of a structured academic writing approach using a mixed-methods design, incorporating pre-test and post-test assessments alongside qualitative insights derived from the participant feedback. The participants underwent an initial pre-test covering the structural aspects of academic writing, followed by engagement in a structured undergraduate course emphasising specific nuances of academic papers and mastery of cohesive elements for academic and professional purposes. The qualitative aspect provided a nuanced understanding of the learners' experiences and perceptions. The structured undergraduate course entailed practical activities and tests covering fundamental aspects of academic writing. These encompass understanding the intended audience and purpose, recognising conventions and standards, grasping the subtleties of formal tone and language precision, refining skills in evidence-based argumentation, analysing the organisational structure of academic texts, evaluating the effectiveness of thesis statements, and incorporating tasks related to professional writing. The research underscores the practical application of acquired academic writing skills, aligning them with professional purposes. Overall, the study aims to contribute valuable insights into the effectiveness of a structured academic writing approach in preparing individuals for success in both academic and professional contexts.

Key words: academic composition exercises, scholarly communication assessments, textual skills evaluation, structured language activities, academic proficiency testing, evaluation of communicative abilities, professional discourse tasks.

1. Introduction

Academic writing stands as the cornerstone of scholarly communication, serving as the vehicle through which complex ideas, insightful research, and intellectual discourse are expressed. Its impact transcends the confines of academia, influencing not only the trajectory of one's educational journey but also playing a pivotal role in professional success. This research paper will specify exercises and tests that help learners understand the intricacies of academic writing, unravelling its nuances and mastering this critical skill for professional purposes.

Understanding the landscape of academic writing involves recognising its purpose and audience. It is common for academic institutions to provide guidelines, tasks, and tests (quizzes) online so that students can have easy access to learning the techniques and rules of academic writing anytime *(In-Class Writing Exercises; Purdue OWL; Writing Quizzes)*. Whether crafting a research paper, essay, or thesis, the writer must tailor the applied approach to suit the

expectations of a scholarly audience *(Bailey, 2018; Ferris & Hedgcock, 2023)*. A keen awareness of the intended readership ensures that the message is not only conveyed effectively but also received with the seriousness it deserves.

This study assesses the effectiveness of a structured academic writing approach, employing a mixed-methods design with pre-test and post-test assessments and qualitative insights from participant feedback. The research design offered useful insights into the impact of the structured teaching, contributing to discussions on effective pedagogical approaches to academic writing.

2. Research procedure

The study, designed to assess the effectiveness of a structured academic writing approach, has been successfully implemented with a cohort of participants. The research followed a mixed-methods design, incorporating pre-test and post-test assessments and gathering qualitative insights through participant feedback. First, prior to the teaching, the participants underwent a comprehensive pre-test to determine their initial understanding of academic writing. This diagnostic tool encompassed sections on the linguo-stylistic aspects of three modules of cohesive topics: (1) academic writing content and style, (2) types and linguo-stylistic peculiarities of academic essays, and (3) essentials of professional writing. Second, the structured academic writing course, focusing on deconstructing academic papers and mastering cohesive elements, was effectively delivered to the participants. The teaching-learning procedure included explanations, illustrations, exercises, and tests, with illustrative examples providing practical demonstrations of the outlined principles. Third, following the teaching support, the participants completed a post-test mirroring the pre-test. This assessment aimed to measure improvements in the participants' comprehension of academic writing peculiarities and their proficiency in employing cohesive elements.

As to the qualitative analysis, the participants willingly contributed qualitative feedback through interviews and written reflections, shedding light on the perceived effectiveness of the teaching approach. Qualitative data were analysed thematically to extract insights into the clarity of examples and the practical applicability of the learned principles. As to the quantitative analysis, initial data analysis pointed toward a statistically significant improvement in the participants' understanding of academic writing structure and cohesive elements. The results suggested a positive impact of the teaching techniques on quantitative measures.

Thematic analysis of qualitative feedback revealed positive sentiments regarding the clarity of examples and the applicability of the learned principles in the participants' writing experience. The participants expressed a heightened confidence in their ability to structure academic papers effectively. This implemented research design has provided valuable insights into the impact of the structured academic writing course on the participants, offering a nuanced understanding of both quantitative improvements and qualitative perceptions. The results contribute to the ongoing discourse on effective pedagogical methods in academic writing instruction.

The article will explore exercises and tests on the foundational elements of academic writing, recognising the purpose and audience, discerning academic writing conventions and standards, understanding the formal tone and language precision, practising evidence-based argumentation, observing the structural organisation of academic texts, assessing and ensuring the quality of thesis statements, including tasks on professional writing, and using tests in academic writing. The aim is to analyse the tools and knowledge needed to implement academic writing successfully.

3. Recognising the purpose and audience

In such an exercise, learners are presented with a list of academic topics and challenged to discern the purpose of each topic, whether it aims to inform, persuade, or analyse. Additionally, the learners can be paired and encouraged to engage in discussing the potential target audience for specific academic subjects. The topics can be, for instance, "*The Impact of Technology on Privacy Rights*", "*Analysing the Economic Consequences of Climate Change Policies*", "*Persuading for the Importance of Linguistic Diversity in Education*", or "*Comparative Study of Historical and Contemporary Social Movements*". This collaborative exercise enhances their ability to identify the intended purpose and audience of academic writing.

The results of this exercise provide valuable insights into learners' proficiency in discerning the fundamental aspects of academic writing. Through the analysis of topics like "*The Impact of Technology on Privacy Rights*" or "*Persuading for the Importance of Linguistic Diversity in Education*," learners develop a nuanced understanding of the intended purpose of academic discourse, whether it involves informing, persuading, or analysing. The collaborative discussions further enhance their ability to identify the potential target audience for each academic subject, fostering critical thinking and exploration of diverse perspectives. The classwide discussion component allows for a broader exchange of insights, encouraging learners to articulate and defend their interpretations. Overall, the exercise not only sharpens skills in purpose and audience recognition but also cultivates a collaborative learning environment where learners benefit from the diverse perspectives within the class, contributing to a deeper understanding of the intricacies involved in academic writing.

4. Discerning academic writing conventions and standards

To deepen understanding of established conventions and standards in scholarly communication, learners are provided with a sample academic paper. They are tasked with identifying elements within the paper that adhere to recognised conventions. Additionally, learners are instructed to conduct research and compile a comprehensive list of common conventions in academic writing. This exercise reinforces the importance of adhering to established norms in scholarly communication. For example, there can be an abstract given on the topic "*Navigating Privacy in the Digital Age: An Exploration of the Impact of Technology on Privacy Rights*": "*With the rapid advancements in technology, particularly in the digital landscape, the scope of privacy rights has undergone significant transformations. This study delves into the multifaceted impact of technology on individual privacy rights, scrutinising the challenges and opportunities that arise in the digital age. Employing a comprehensive literature review and empirical analysis, this research aims to specify the intricate relationship between technology and privacy, providing insights that contribute to both academic discourse and practical policymaking.*"

The analysis may be as follows. The abstract on the topic "*Navigating Privacy in the Digital Age: An Exploration of the Impact of Technology on Privacy Rights*" adheres well to academic writing conventions and standards. It employs clear and formal language, avoiding colloquialisms and utilising precise terms such as "*empirical analysis*" and "*comprehensive literature review.*" The structure of the abstract is well-defined, presenting an introduction, an overview of the research topic, a clear statement of methodology involving literature review and empirical analysis, and a concise expression of the research aim. While specific citations are not provided in the abstract, the mention of a "*comprehensive literature review*" suggests

a commitment to citing relevant sources in the full paper. The abstract explicitly states the research purpose–to explore the impact of technology on individual privacy rights in the digital age. The phrase "*scrutinising the challenges and opportunities*" demonstrates a nuanced approach to the research topic, and the commitment to contributing to both academic discourse and practical policymaking aligns with the broader goals of scholarly research. While ethical considerations are not explicitly mentioned, terms such as "*individual privacy rights*" indicate a sensitivity to ethical issues related to privacy. Overall, the abstract effectively communicates the research focus, structure, and purpose in accordance with academic writing conventions.

5. Understanding the formal tone and language precision

To emphasise the demand for a formal tone and precision in language, the teacher can present learners with informal sentences and request them to rewrite the sentences in a more formal academic tone. Furthermore, learners are tasked to identify examples of imprecise language in a given academic passage and propose revisions. These exercises foster an understanding of the nuances associated with maintaining formality and precision in academic writing.

A task to rephrase the given sentences to a formal tone aims to enhance learners' comprehension of a formal tone and language precision. The exercise involves the transformation of informal sentences into a more formal academic style. Working collaboratively in pairs, participants are instructed to refrain from using colloquial expressions, contractions, and slang during the rewriting process. For instance, an informal sentence like "*I guess the experiment went well because we didn't face any major issues*" is revised to a more formal tone: "*The experiment was successful, encountering no significant challenges.*" This exercise serves to underscore the importance of maintaining formality in academic writing, while also fostering skills in choosing precise and clear language. Additionally, the collaborative nature of the activity promotes teamwork in refining and crafting formal expressions, contributing to a comprehensive understanding of formality and precision in written communication.

6. Practising evidence-based argumentation

It is useful to facilitate an exercise where learners are given a debatable statement and are required to develop an evidence-based argument either supporting or refuting the statement. Additionally, learners are tasked with reviewing an academic paper and identifying instances where evidence is insufficient or unclear. Learners can be assigned a controversial statement related to the subject matter, and, working in pairs or small groups, they can be tasked with constructing a compelling argument either in support of or opposition to the given statement. The emphasis lies on integrating credible evidence, such as studies, statistics, or expert opinions, to substantiate their claims. Following the group discussions, each team presents their argument, showcasing the key pieces of evidence employed to support their stance. This exercise not only cultivates proficiency in constructing evidence-based arguments but also encourages critical thinking and analysis of diverse viewpoints. A subsequent class discussion underscores the importance of using reliable sources and logical reasoning in persuasive writing, reinforcing the broader significance of evidence-based argumentation in effective communication. This practical application reinforces the critical skill of constructing compelling arguments grounded in reliable evidence.

7. Observing the structural organisation of academic texts

An exercise can involve deconstructing the components of an academic paper, specifically examining the roles of the introduction, body, and conclusion. Learners engage in understanding how the introduction sets context, the body presents arguments and evidence, and the conclusion summarises key points. The use of examples serves to illustrate effective application of cohesive elements such as topic sentences, supporting evidence, thesis statements, and logical transitions, providing learners with practical insights. A corresponding task might include presenting learners with a sample academic paper and asking them to identify and explain the purpose of each section, assessing their comprehension of structural organisation principles in academic writing. This integrated approach ensures both theoretical understanding through exercises and practical application through tests, fostering a comprehensive grasp of the importance of structural organization in academic writing.

8. Assessing and ensuring the quality of thesis statements

Assessing and ensuring the quality of thesis statements in academic writing is essential for effective communication. A strong thesis statement serves as the linchpin of the entire paper, encapsulating the main argument or position. Clarity is paramount; the statement should be clear, concise, and precise. Specificity is equally crucial, demanding a focused and precise articulation of the paper's main points. The thesis should present an arguable position, encouraging debate and discussion. Relevance is another key factor, requiring alignment with the overall purpose of the paper. Completeness ensures that the thesis encompasses the main points to be covered, offering a roadmap for the reader. Originality adds value to the discussion, while supportability demands evidence throughout the paper. Consistency ensures the thesis aligns with the paper's content, and the avoidance of mere announcements strengthens the assertiveness of the statement. Attention to language, style, and regular revision, coupled with peer review, further refine the thesis, enhancing the overall quality of academic writing.

9. Including tasks on professional writing

Tasks on essentials of professional writing provide a comprehensive foundation for effective communication in professional contexts. One of the course modules preferably includes resume and cover letter writing, as well as composing graph descriptions, academic abstracts, and referenced reports. The classes should also specify ethical considerations in writing, addressing challenges like plagiarism and confidentiality. Through practical exercises and simulations, the course should aim to equip individuals with the essential skills needed for clear, concise, and impactful professional writing across diverse scenarios in the workplace.

10. Using tests in academic writing

In designing interactive online tests for academic writing, various question formats can be employed to assess specific skills. For structural analysis, a drag-and-drop exercise can prompt learners to connect components to their corresponding descriptions in a well-structured

academic paper. Thesis development skills can be evaluated through a multiple-choice test or a short-answer entry, requiring learners to articulate a clear and concise thesis statement. Assessing literature review skills may involve a multiple-choice question where learners select relevant studies from a list of citations. Citation and referencing proficiency can be tested through a drag-and-drop or ordering exercise to arrange citation elements correctly. For argumentative writing, an essay-style response allows learners to construct a paragraph supporting or opposing a given statement. Editing and proofreading skills can be assessed using multiple-choice questions with potential corrections listed. Paraphrasing skills may be evaluated through a multiple-choice format where learners choose the correctly paraphrased version of a given sentence. The test to sort the paragraphs essentially helps master the logical components and linking elements of texts. Critical analysis skills can be tested using an interactive reading comprehension exercise with multiple-choice questions based on an abstract of a scholarly article. These diverse question formats ensure a comprehensive evaluation of various aspects of academic writing in an online setting.

Interactive tests can sometimes be more enjoyable than exercises for students due to the element of challenge and the sense of accomplishment they provide. Tests activate skills and knowledge, offering students an opportunity to showcase their understanding. The challenge aspect can stimulate students intellectually, keeping them engaged and motivated to demonstrate their competence. Additionally, the element of competition, either against oneself or peers, can add a sense of excitement. When well-designed, tests can provide a clear evaluation of progress and mastery, fostering a sense of accomplishment and boosting students' confidence. Moreover, the variety in question formats and the opportunity to apply knowledge in different contexts within a test can contribute to a more dynamic and enjoyable learning experience compared to routine exercises.

Thus, multiple-choice tests help assess learners' knowledge of academic writing purpose, target audience, and conventions; they can include questions that specifically address the appropriate tone and language precision expected in academic writing, so this format ensures a comprehensive evaluation of their theoretical understanding of foundational elements. Matching and rearrangement exercises encourage learners to connect a list of academic writing principles with corresponding descriptions; such exercises challenge learners to apply their knowledge by associating key concepts with their appropriate explanations. Another illustrative test format is the short-answer test, where learners are required to articulate concise yet comprehensive responses to questions related to linking words, thesis development, literature review skills, or argumentative writing. This type of test encourages students to demonstrate in-depth knowledge and the ability to express complex ideas clearly. Additionally, practical application tests may present learners with real-world scenarios, asking them to craft a persuasive paragraph or edit an academic passage for clarity and precision. These varied test formats not only assess theoretical understanding but also improve learners' ability to apply their knowledge to different contexts, offering a more dynamic and engaging learning and assessment experience.

11. Conclusions

A structured academic writing approach, implemented through a comprehensive course emphasising specific elements of academic papers, has a positive impact on the participants. From the presented research, it can be inferred that a systematic and targeted approach to teaching academic writing, focusing on deconstructing academic papers and mastering cohesive

elements, leads to improvements in the participants' skills. The inference is drawn from the positive outcomes observed in both quantitative measures, such as pre-test and post-test assessments, and qualitative feedback. The teaching-learning procedure, including explanations, illustrations, exercises, and tests, appears to have effectively contributed to the participants' enhanced comprehension of academic writing peculiarities. Furthermore, the participants' expressed confidence in structuring academic papers indicates the practical applicability of the learned principles.

As a follow-up, it is suggested to continue exploring and refining the structured academic writing approach based on the insights gained from the research. This could involve further developing and adapting the course materials and instructional methods to better cater to the diverse needs of learners. Additionally, continuous assessment and feedback mechanisms can be implemented to monitor the long-term impact of the course on the participants' academic and professional writing skills.

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INNOVATION, WORK, SOCIETY

INSTITUTIAL CAPACITY OF THE UKRAINIAN PARLIAMENT IN THE CONDITIONS OF MODERN SECURITY THREATS

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Summary
The aim of this paper is to highlight the key parameters of the parliament capacity as an institution of the political system as illustrated by studying the process of exercising state power in modern Ukraine. The strengthening of threats to the national security of Ukraine, which occurred since the beginning of the full-scale armed aggression against our state, has actualized, among other things, the problems of the institutional stability of its political system and the institutional capacity of its legislative power institution. To date, as an important component for completing the democratic transformation of the political system, mainly the institial capacity of civil society institutions is considered in the Ukrainian research space, as highlighted in the articles by M. Stasyshyna, A. Kostenko, K. Petrenko et al.
Methods used in the study: the analysis of the specified components of institial capacity can be implemented based on the application of the research directions provisions of the new institutionalism of political science: international institutionalism, normative institutionalism and sociological institutionalism; and institutional capacity – based on the application of the research directions provisions of institutional studies in economics and political science and the new institutionalism of political science: classical (old) institutionalism, structural institutionalism and economic institutionalism.
Key words: public policy, legitimation, presidentialism, martial law, international politics.

1. Introduction

In Ukrainian research on the issues of public administration, capacity is studied mainly as an attribute of a certain element of the political system – an institution as an entity of state power implementation. A significant segment of scientific research is centred around the analysis of the institutional capacity of local self-government, the findings of which are presented in the articles by O. Ros, S. Lypovska, O. Omelchuk et al. The article substantiates the need to expand the framework of analysis and integrate existing approaches to the conceptualization of institute/institution capacity in science of public administration and political science as such.

The study of the parliament capacity as an important component of the state capacity is of interest both in the research, theoretical, and practical area, especially in the context of institutional challenges that took on increasing importance during the period of full-scale armed aggression against Ukraine. The discussion around the potential of the state capacity in general is currently used as an element of the manipulative political rhetoric of the aggressor country towards Ukraine, in order to bring discredit to its sovereignty in the implementation of domestic and international policies.

The purpose of the study is to highlight the key parameters of the parliament capacity as an institution of the political system as illustrated by studying the process of exercising state power in modern Ukraine. The analysis of the specified components of institutial capacity can be implemented based on the application of the research directions methodological provisions of the new institutionalism of political science: international institutionalism, normative institutionalism and sociological institutionalism; and institutional capacity – based on the application of the research directions provisions of institutional studies in economics and political science and the new institutionalism of political science: classical (old) institutionalism, structural institutionalism and economic institutionalism.

2. The content of the concept of capacity as a research problem

It should be emphasized that from the perspective of defining the concepts of institutial/ institutional capacity in the research literature on the relevant issues (including regarding the institutial capacity of the parliament), such definitions are often applied by the authors quite arbitrarily, without focusing on terminological differences, and sometimes even as synonymous concepts. However, we should note that these concepts still have their inherent properties, which N. Kolisnichenko and M. Voinovskyi focus on in the process of studying the specific features of determining the institutional capacity of local self-government. «The institutional capacity of local self-government means the capacity of local self-government institutions (authorities). Institutional capacity includes institutial capacity. Therefore, it will mean both the capacity of the entire institution of local self-government, and its authorities (institutions)» *(Kolisnichenko & Voinovskyi, 2015: 299)*. For distinguising the meaning of these concepts, researchers appeal to the details of the phenomenon of institutionality and its nominalization: «institutional» (derived from the word «institution») means officially approved, established, enshrined in its public status; associated with such an organization of public relations, which is based on certain rules and regulations of life and behaviour of people» *(Kolisnichenko & Voinovskyi, 2015: 299)*.

Such an approach to understanding the definition of concepts may be viable, but we still give advantage to the approach suggested by O. Ros, who refers to examples of the application of terminology on institutial/institutional capacity in the documents drafted by international organizations. In her opinion, this corresponds to the English term «institutional capacity», that is, institutional capacity does not concern to institutes, but institutions *(Ros, 2019: 98)*. Since, for example, «the documents issued by the European Commission suggest that strengthening institutional capacity is primarily aimed at institutions (systems and structures), however, strengthening the capability of individuals (i.e., the personnel of institutions) can be just as important for strengthening the capacity of institutions to act more effectively and efficiently» *(Ros, 2019: 98–99)*, then O. Ros suggests understanding institutional capacity as «the ability of an institution to perform its functions by ensuring the proper level of processes, organization and resources of the relevant institution» *(Ros, 2019: 99)*.

Capacity as an attribute of an institutionalized entity of politics may be inherent in institutions of various types (for example, the institution of legislative power), but among them those that develop the mechanism for the exercise of state power are of particular importance for the political system. Institutial capacity should be understood as the capacity of the institute to regulate a certain type of social relations based on the norms of international legal acts recognized by the state, national legislation and social legitimation (normative aspect of the institute essence). As components of the study of institutial capacity, we consider it necessary to highlight the following parameters: 1) the international legal area of the institute's functioning – compliance with international standards for the implementation of managerial activities; 2) compliance with the system of national law as a determining criterion for the legality of the implementation of managerial activities; 3) public legitimation – the presence of a sufficient level of public confidence in the functional potential of the institute.

Institutional capacity can be defined for an institution as the ability to perform its functions on the basis of regulatory, organizational and resource provision (structural aspect of the institution's essence). As components of the study of institutional capacity, we consider it necessary to highlight the following parameters: 1) the regulatory component – the availability of a coordinated regulatory framework; 2) the organizational component – the presence of the necessary level of structural differentiation; 3) the resource component – the availability of a sufficient amount of human and material resources. In order to implement both institutional and institutional capacity (especially for institutions of state power), it is necessary to take into account the factors that determine the peculiarities of the regulatory and functional properties of institutes and institutions.

3. The concept of state capacity in modern scientific discourse

The study of the of institutional capacity by domestic and foreign scientists is carried out primarily in relation to the analysis of the functioning of particular institutions, first of all state authority institutions like Verkhovna Rada of Ukraine. In review of this, an approach to the study of the state institutional capacity is being formed as the cumulative value of measuring the capacity of the institutions that compose its system: civil society and the state. However, such a vision is only partially legitimate, since the state as an institute of the political system and a subject of international politics also has the potential of institutial capacity.

A thorough study of the issues we have updated is carried out by the Kuras Institute of Political and Ethnic Studies of the National Academy of Sciences of Ukraine, the presentation of the first findings of which took place within the framework of the panel discussion «Institutional Capacity of a State: Assessment Parameters», which was held on 22 June 2023 *(Panel discussion)*. The analysis of the issues that were the subject of discussion by experts allows us to speak about the importance of the most comprehensive study of the components that determine the possibility of establishing an institutionally capable state as a whole, and include the specific aspects of the functioning of representative authorities of local self-government, communities, judicial authorities, and public administration, as well as interaction between the state and civil society. First of all, the analysis of the institutional capacity of the President, Parliament and Government as key institutions for the directions determining for implementing state policy is relevant.

Detailed research of the parameters of the state's institutional capacity is presented in the articles by M. Savchyn, who highlights a variety of factors able to determine its functional

potential capacity. It should be noted that this researcher has been analysing the phenomenon of a capable state for a long period of time, but in different contexts M. Savchyn emphasized the protection of human rights as the basis for the functioning of such a state. In a number of his research papers, the author refers to the analysis of the state's institutional capacity within the current context of its formatting, such as the problems of economic development of Ukraine before the full-scale russian invasion. On the basis of his empirical background, M. Savchyn points out that «an institutionally capable state contributes to the development and functioning of effective institutions and rules that will be able to carry out a fair allocation of resources and on this basis provide funding and planning of expenditures for certain legitimate purposes in order to ensure the economic well-being of society» *(Savchyn, 2021)*.

Despite the significant impact of economic aspects, it can be argued that the most powerful challenge to the institutional capacity of the state in the Ukrainian territory was the armed aggression of the russian federation against Ukraine. In this context regarding the mechanisms for supporting the institutional capacity of the state, the need to protect human rights becomes really urgent, and M. Savchyn focuses on this issue in his latest research. «The purpose of constitutionalism is to provide certain safeguards against the barbarization of wars. This must be based on an institutionally capable state that relies on established institutions, rules and procedures to protect civilians and effectively repel the aggressor. At the national level, the components of this concept are the tools of militant democracy and parliamentary and judicial control, as well as the effective distribution of powers between the authorities in the area of national defence. The state is considered as an institutional security space for people, especially in the context of external aggression» *(Savchyn, 2022)*.

Based on the conceptualization of the phenomenon of the state's institutional capacity in the research made by M. Savchyn, we consider it reasonable in the context of studying the state as an institution of the political system to distinguish its institutial capacity and institutional capacity (which can also be rational for its particular components). In our opinion, it is appropriate to characterize the institutional capacity of the state as the ability to effectively implement state power within the framework of the functioning of the public administration institutions system and institutions of civil society, and the institutial capacity of the state – as the ability to guarantee security at the national level and the protection of the rights and freedoms of an individual and a citizen.

4. Martial law as a challenge to the capacity of political institutions

In the context of the problem of institutial capacity maintaining, today require special attention the institutional interactions regarding the exercise of state power in the public administration which underwent a transformation countering the armed aggression of the russian federation. This element is a component of the implementation of institutional interactions complex related to the application of all necessary regulatory and structural tools to repel armed aggression against Ukraine as an external existential challenge. On the first day of the full-scale invasion of Ukraine by the russian army (24 February 2022), the Decree No. 64/2022 of the President of Ukraine V. Zelenskyy introduced martial law on the entire territory of Ukraine for a period of 30 days *(Presidential Decree No. 64/2022 of 24 February 2022)*. This regulatory legal act also outlined the general mechanism of interaction between the military leadership, central and other executive authorities, as well as local self-government authorities to ensure the defence of Ukraine and protection of the rights and freedoms of citizens during martial law.

The urgent steps that the government and other executive authorities needed to take as structural elements of their system to implement the provisions of the legal regime of martial law were specified separately. Later, the martial law was repeatedly extended due to the continued existence of the threat of attack, the danger imposed to the state independence of Ukraine, as specified in Paragraph 20, Part 1, Article 106 of the Constitution of Ukraine *(Constitution of Ukraine)*.

It should be noted that for the first time in the history of independent Ukraine, the legal regime of martial law was enshrined in the Law of Ukraine «On the Legal Regime of Martial Law» No. 389-VIII, which was signed by the President of Ukraine P. Poroshenko on 12 May 2015 in connection with the armed aggression of the russian federation in Donetsk and Luhansk Oblasts *(Law of Ukraine No. 389-VIII of 12 May 2015)*. This Law clearly defines the specific aspects of the exercise of powers by existing state authorities and local self-government authorities under martial law (for example, the fact that the powers of the President of Ukraine, the Verkhovna Rada of Ukraine, the Cabinet of Ministers of Ukraine cannot be terminated), as well as the development of new institutions for the legal system of Ukraine, such as military administrations as temporary state authorities established to execute state power under a special legal regime. Besides, on 3 February 2015, the Law of Ukraine «On Military and Civil Administrations» No. 141-VIII was adopted, which defined the status of military and civil administrations as «temporary state authorities established in villages, towns, cities, rayons and oblasts that operate as part of the Anti-Terrorist Centre under the Security Service of Ukraine (if they are established to fulfil the powers of the relevant authorities in the area of the anti-terrorist operation) or as part of the Joint Emergency Response Centre of the Armed Forces of Ukraine (if they are established to fulfil the powers of the relevant authorities in the area where steps are taken to ensure national security and defence, rebuff and deterrence of the armed aggression of the russian federation in Donetsk and Luhansk Oblasts) and are intended to ensure the operation of the Constitution and Laws of Ukraine, ensure the security and the normal life of the population, law and order, participation in countering acts of armed aggression, sabotage manifestations and terrorist acts, preventing a humanitarian crisis in the area where steps are taken to repel the armed aggression of the russian federation, in particular, conducting an anti-terrorist operation» *(Law of Ukraine No. 141-VIII of 3 February 2015)*.

If we talk, on this ground, about the institutial capacity of such important institutions of state power as the President of Ukraine, we could point out that under martial law, his legal status and public perception have significantly changed. Along with the transformation of the functional role of the President that complies with the laws, the thesis of further strengthening the status of the President in the public administration system has become common, in relation to which M. Savchyn notes that «it is inappropriate to talk about strengthening «presidentialism» – this is purely Latin American and Muscovite narrative about a leader whose actions are not restricted by any legal framework. This does not correspond to the constitutional tradition of Ukraine» *(Savchyn, 2023)*.

5. Peculiarities of ensuring the institutial capacity of the Ukrainian parliament

The strengthening of the powers of the president of Ukraine and, accordingly, the growth of the institutial capacity of the presidential institute during martial law raises many cautions about the possible abuse of power, however, domestic researchers tend to come to the conclusion that the situation in Ukraine is under control. V. Vlasenko and V. Lutsenko consider

it necessary to stress that under martial law, the powers of the President continue to be deter-mined exclusively by the Fundamental Law and the Laws of Ukraine. For example, Article 9 of the Law of Ukraine «On the Legal Regime of Martial Law» stipulates that under martial law, the President of Ukraine and the Verkhovna Rada of Ukraine shall act exclusively on the basis, within the limits of their powers and in the manner determined by the Constitution and Laws of Ukraine. Article 10 of the same Law stipulates that it is unacceptable to termi-nate the powers of state authorities and other state authorities under martial law *(Vlasenko & Lutsenko, 2023: 70)*. However, the current state of the institutial capacity of the Ukrainian par-liament as a collegial institution of people's representation requires a more thorough analysis (on the basis of the approaches indicated above). As a result of the research, domestic scientists formulated proposals that should contribute to strengthening the institutial capacity of the Verk-hovna Rada of Ukraine as a whole, on the basis of the fundamental principles of its functioning in a modern democratic, social, legal state, developed by world practice, among which the need to take into account the proposals of the European Parliament mission regarding internal reform and increasing the institutial capacity of the Verkhovna Rada of Ukraine was singled out (*Goshovska, Pashko, & Danilenko 2019: 37)*.

The biggest concern today is the component of the Ukrainian parliament's institutial capacity, which concerns its problem of public legitimation as the presence of a sufficient level of public confidence in the functional potential of the institute. According to the data of soci-ological surveys conducted by the Kyiv International Institute of Sociology in 2022–2023, it was found that for the period from May 2022 to October 2023, a decrease in trust in the institu-tions of the central government was observed: from 91% to 76%, there were fewer people who trust the President, from 74% to 39% – the Government, from 58% to 21% – the Parliament *(Dynamics of perception, 2023)*. The researchers also emphasize that «it is important to distin-guish between the situation for the Government and the Parliament, where we see the majority who no longer trust (and the balance of trust-distrust is clearly negative), and for the President, where the vast majority continue to trust him (and the balance of trust-distrust is clearly posi-tive)» *(Dynamics of perception, 2023)*. At the same time, it should be noted that according to the results of a sociological survey conducted by the sociological service of the Razumkov Center together with the Democratic Initiatives Foundation named after I. Kucheriv from December 8 to 15, 2023 (by the way, like many surveys of other research institutions), it was found that among state and public institutions, the Armed Forces of Ukraine are most often trusted (94% of respondents trust them), paramilitary units (89%) and volunteer organizations (86%) *(Citi-zens' assessment, 2023)*. It is possible to note that a today situation is now caused by the martial law with an inevitable tendency to strengthen the executive power in this connection, however, as noted by a large number of researchers, the prerequisites for such a state of affairs have been forming for a long time. Regarding this, in his latest study, V. Pereveziy writes the following: «With the exception of certain electoral cycles, elections [to the parliament of independent Ukraine – O.B.] took place in a competitive and open struggle for, in general, functional fun-damental democratic institutions: freedom of speech, freedom of association, assembly and peaceful protest. However, is this enough to assert the institutial capacity of the Ukrainian parliament. In our opinion, no evidence of this is the extremely low level of trust in the Verk-hovna Rada, which has remained unchanged for almost all 30 years» *(Zelenko (Ed.), 2023: 99)*.

In the light of the last thesis, another component of institutial capacity is actualized, which is already relevant to compliance with the system of national law as a determining cri-terion for the legality of the implementation of managerial activities. On October 29, 2023, regular elections to the Verkhovna Rada of Ukraine were to be held, but since, according to the

Law of Ukraine On the Approval of the Decree of the President of Ukraine «On Extending the Term of Martial Law in Ukraine» dated July 27, 2023 No. 3275-IX, the term of martial law in Ukraine was extended from August 18, 2023 for another 90 days, then this did not happen and, unfortunately, it most likely will not happen in the near future due to the continuation of warfare on the territory of Ukraine *(Law of Ukraine No. 3275-IX of 27 July 2023)*. On the one hand, we do not observe a violation of the law here, since the Election Code of Ukraine clearly regulates the procedure for the introduction of martial law: «In the case of the introduction of the state of martial law or state of emergency in Ukraine or in some of its localities, the electoral process of national elections and/or the electoral process of relevant local elections taking place in these territories or part of them shall be postponed from the date of entry into force of the relevant decree of the President of Ukraine. … The decision on the appointment of elections, the election process of which was suspended or did not start in connection with the introduction of a state of martial law or a state of emergency, is adopted by the relevant subject of their appointment no later than one month from the date of termination or cancellation of the state of martial law or state of emergency, and in the case that the law does not require a particular decision on their appointment to hold elections, the Central Election Commission announces the start of the relevant election process no later than one month after the termination or cancellation of the state of martial law or state of emergency» *(Election Code of Ukraine, 2023)*. However, the failure to hold elections provides an excuse for the spread of manipulative statements by the aggressor country and its allies (as well as pro-Russian establishment in the USA and Europe) regarding the significant crisis of democracy in Ukraine, although in most of them the election process is rather an imitation of a formal order.

In general, the issue of the functional capacity of the Parliament was suggested for consideration by the participants of the above-mentioned panel discussion by V. Perevezii, who in his recent research paper noted that «the key function of representative authorities (Parliament and local self-government authorities) is to achieve balancing of interests of the maximum possible number of social groups» *(Zelenko (Ed.), 2014: 58)*. The institutial capacity of the Parliament can be undermined by internal political crises or such large-scale exogenous challenges as the military aggression launched against Ukraine. However, even under these conditions, all possible mechanisms are applied to maintain the institutial capacity of the Verkhovna Rada of Ukraine. So, in April of this year, with the support of the Research Service of the Verkhovna Rada of Ukraine, together with the European Parliament, a webinar «Bringing National Legislation Closer to EU Law: Key Lessons Taken from the Recent Experience of Joining» was arranged. First Deputy Chairman of the Verkhovna Rada of Ukraine O. Korniienko said in this regard that the Research Service of the Verkhovna Rada of Ukraine thus increased the institutial capacity of the Parliament *(Korniienko O., 2023)*. It is possible to note that this is the component of the institutial capacity of the Ukrainian parliament that can be evaluated most positively and precisely on the international legal area of the institute's functioning, compliance with international standards for the implementation of managerial activities today it is possible to rely. Thus, in Roadmap on internal reform and capacity-building for the Verkhovna Rada are clearly distinguished Needs Assessment Mission (NAM) recommendations and the timeframe, indicators and possible assistance for all of them. For example, for NAM «The committees' staff needs and expertise should be the subject of a regular review, with resources adjusted accordingly» specified that this should happen permanently, and as indicators it is noted that amendments to the relevant legal acts are introduced. As possible support for domestic parliamentarians, the European Parliament can offer training courses/exchange of committee staff/ study visits to third country parliaments *(Report and roadmap, 2015)*.

6. Conclusions

The concept of institutial/institutional capacity is quite widely used by Ukrainian scientists to study the peculiarities of the functioning institutions of the political system of society. However, in most publications, this analytical category is used as a matter of course, without a detailed consideration of its content and semantic differentiation, with a focus on primarily applied aspects of measurement. In order to solve this problem, the layer of existing developments on the issues of public administration should be supplemented with the methodological basis of political analysis, which will allow expanding the epistemological guidelines of scientific research.

The article also emphasizes that the parameters of the institutional phenomenon itself can be attributed to them – the elements of its internal structure must correlate with each other; as well as the characteristics of the political system as a whole – institutional elements must correspond to its typological features; in addition, the influence of supranational institutional structures, which is implemented through the mechanisms of external integration, can have a powerful transforming effect.

If we talk specifically about the institutial capacity of the Verkhovna Rada of Ukraine, the lack of a sufficient level of public trust in the functional potential of this institute of state power should be cited as a rather critical aspect of its maintenance. More positively it is possible to evaluate the international-legal dimension of the Ukrainian parliament functioning as an aspiration to increase compliance with international standards in the exercise of powers defined by law.

The analysis of the specific aspects of the functioning of the Ukrainian political system's key institutions can prove the thesis that even under martial law it is possible for a democratic state to take steps to try maintain and even increase the level of their capability. The transformation of the national public administration system in accordance with EU standards and national security requirements is considered as the main goal of increasing the state's capacity.

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ETHNOCULTURAL STUDIES OF ORTHOREXIA NERVOSA

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Summary

The article presents an overview of the ethnocultural plane of the phenomenon of orthorexia nervosa ON (as a pathological obsession with healthy nutrition). The aim of the article is to make a meta-analysis of ON studies in different countries of the world and to create it's causal model on the Ukrainian sample. The Western trend towards a healthy lifestyle (healthism) and healthy eating attracts the attention of researchers in other cultures. Modern studies of orthorexia nervosa on samples in China, India, Turkey and other countries of the East and Asia emphasize that orthorexia nervosa is diagnosed there as well. Deepening cultural studies of ON is a necessary direction. The study of orthorexia nervosa on the Ukrainian sample presented in the article at the beginning of 2024 showed the presence of orthorexia nervosa in most of the sample (using ORTO-15). In addition, the sample (77 respondents) was segmented by types of nutrition (vegetarianism, intermittent fasting, proper nutrition, intuitive nutrition, and others), and the average value of orthorexia was estimated in each subsample. This made it possible to establish the presence of ON in all subsamples, except for respondents who preferred the use of drugs for weight loss. The article analyzes the influence of socio-demographic factors on ON, from which the most influential ones are selected by structural equation modeling (SEM) method. A causal model of the relationship between various factors and orthorexia was created (an assessment of its quality and an interpretation of the parameters as well). The causal model confirmed that the type of diet and orthorexia have almost a quarter of the common variance, and women are also more likely to have this diagnosis. Attitudes toward food (e.g., food is pleasure; "fuel" for the body; a tool for maintaining beauty and health; or other) are correlated 15% with type of diet. The presence of the experience of experiencing ED in the past is almost a quarter interrelated with the attitude towards food.

Key words: orthorexia nervosa, causal modeling, healthism, eating disorder, vegetarianism.

1. Introduction

The cultural perspective of orthorexia nervosa (as a pathological obsession with healthy eating) predicts the emergence and popularity of this disorder mostly among Western ethnic groups. The reason for this was the emergence and rethinking of the phenomenon of health-ism, as a modern trend for a healthy lifestyle, one of the important components of which is the observance of a healthy diet. On the other hand, the development of technology and science made it possible to deepen knowledge about the chemical composition of products and to detail the role of their activity in the human body, which became one of the reasons for increasing the influence of the trend on healthy eating. To some extent, the emergence and popularity of Hellism is caused by both cultural and religious factors in certain ethnic territories. For exam-ple, most scientific research on the topic of orthorexia nervosa is concentrated in the countries of Europe and the USA. However, more and more studios on this subject are becoming popular in the countries of the East and Asia: Turkey, China and India. Different types of cultures, polit-ical systems, national religions (as opposed to state or world religions) prevent the wider spread of the trend for healthy eating, however, in contrast, the role of the Internet and social networks in its popularization over time plays an increasingly important role in its favor.

A study of orthorexia on an Indian sample *(Sethi, Singh, Garg, Singh, Sethi, 2021)* in 2021, when 448 students from the northern regions of the country were interviewed, using the ORTO-15 tool (with a normative indicator that allows establishing the presence of orthorexia – less than 40 points), established the presence of orthorexic tendencies in three quarters of the sam-ples. In another study *(Jain, Sharma, 2021)* conducted among Indian married women (N = 128) regarding the relationship between orthorexia and life satisfaction and self-esteem, a high prev-alence of orthorexic tendencies in the sample (89.8%), the absence of a significant inverse cor-relation between self-esteem and the presence of orthorexia (r = -0.17; p > 0.05) and between life satisfaction and orthorexia (r = -0.052; p > 0.05), linear regression models were also invalid.

Since the phenomenon of orthorexia nervosa is mostly associated with Western cul-ture, studies of orthorexia in Chinese samples are interesting but not numerous. For example, in a study *(Zhou, Schneider, Cepeda, Storch, 2020)* among 418 Chinese university students, a minority of participants had frequent or mild symptoms of orthorexia nervosa. Women had a higher manifestation of symptoms of orthorexia nervosa than men. Manifestations of orthorexia nervosa symptoms were associated with obsessive-compulsive symptoms, anxiety symptoms, and weakly associated with depressive symptoms and fear of negative evaluation. All this indi-cates the need for further, more in-depth research on orthorexia nervosa in other cultures.

A meta-analysis *(López-Gil, Tárraga-López, Hershey, López-Bueno, 2023)* of more than 30,000 respondents in 18 countries of the world (based on PubMed, Scopus, Web of Science, Cochrane Database) was aimed at studying the global proportions of orthorexia in the time period from January 2005 to June 2023. Using the psychometric tool ORTO-15 averages were taken into account and the role of gender, population type (respondents focused on sports achievements, body composition; respondents from various health and nutrition programs; respondents with diseases and those following a specialized diet), body mass index (BMI) was determined), age and other socio-demographic parameters of the sample. Two standard cut-offs were taken into account: < 35 and < 45 points. The overall proportion of symptoms of orth-orexia nervosa at < 35 was 27.5%. Moreover, no statistically significant differences between women and men were found. Regarding the type of population, the highest average group values were noted in people who are focused on sports achievements and body composition (34.5%). A meta-regression analysis *(Mc Comb, Mills, 2019)* (random effects and method of

moments) to assess whether eating disorder symptoms differed by mean age, body mass index, or date of data collection (continuous variables) was based on previous research on psychosocial factors associated with orthorexia nervosa, where statistically significant differences were established ($p < 0.05$).

In modern Ukrainian science, attention was paid to the study of orthorexia by: O. Shepetovsjka *(Shepetovsjka, 2012)* who studied personal traits and family characteristics of orthorexia, B. M. Sumarjuk and N. V. Ghrynjko *(Sumarjuk, Ghrynjko, 2020)* studied orthorexia in millennials, M. S. Fatjejeva *(Fatjejeva, 2019)* studied orthorexia and intuitive eating and self-awareness, L. Lotocjka *(Lotocjka, 2020)* studied orthorexia among athletes, N. Ghrynjko, Y. Yashchyshyn *(Ghrynjko, 2018)* began adapting the intuitive eating questionnaire; B. Sumarjuk, D. M. *(Sumarjuk, 2020)*, O. M. Lozova *(Lozova, 2020)*; O. V. Drobot (2017), and V. I. Shebanova also worked on the problem of orthorexia *(Shebanova, 2014)* which studied the remaining types of eating disorders.

Among foreign scientists, much more attention was paid to this issue: first of all, psychometric tools for the differential diagnosis of orthorexia are being developed *(Cena, Barthels, Cuzzolaro, Bratman, Brytek-Matera, Dunn, Varga, Missbach, Donini, 2019)*, factorial studies allowed us to distinguish a continuum from "healthy" to "unhealthy" orthorexia *(Barrada, Roncero, Depa, 2019)*, work on the development of clear diagnostic criteria for the disorder and psychotherapeutic approaches *(Barthels, Meyer, Pietrowsky, Barthel, Fan, 2019)* – (the gold standard is exposure and response prevention cognitive psychotherapy ERP). Research is also being conducted on the place of orthorexia among other groups of obsessive-compulsive anxiety disorders or behavioral (eating) disorders, with the aim of classifying the disorder *(Koven, Abry, 2015)*. A huge amount of research has been done on the features of orthorexia and character traits, the type of attachment and much more *(Donini, Marsili, Graziani, Imbriale, Cannella, 2004)*.

2. Task of the article

The main tasks of the article are a meta-analysis of studies on orthorexia nervosa in different countries of the world and the creation of a causal model of orthorexia nervosa on the Ukrainian sample.

3. Methods

ORTO-15, which was used in relation to a number of socio-demographic parameters that made up a sequence of categorical variables, became a methodical tool for conducting a study of nervous orotorexia on a Ukrainian sample. From these components, a causal model was built using structural equation modeling (SEM) in the form of a path diagram of regression interdependencies. Statistical data analysis was performed in the R-Studio software environment (version 2023.12.0+369).

4. The results of the research

The analysis of the structure of socio-demographic parameters of our studied sample showed the following results. 77 respondents (average age M = 36.24 years), including 13 men and 64 women, took part in the study; 6 respondents have a secondary education, 4 have a vocational education, 64 have a higher education, and 3 have a scientific degree). Among the study participants (N = 77), 46 respondents (59.74% of the sample) had an eating disorder in past.

Sample's characteristics are as follows: 6 respondents (7.7% of the sample) are practicing vegetarianism / veganism / raw food diet / Ayurvedic diet / gluten-free / sugar-free; 1 respondent (1.2%) is practicing a keto diet / paleo diet / protein diet; 12 respondents (15.58%) are practicing "proper nutrition" (proteins-fats-carbohydrates balancing) or a specialized sports diet ("gaining muscle" or "fat burn"); 3 respondents (or 3.89%) are practicing intermittent fasting / other fasting system; 1 respondent (1.29%) is practicing fasting (of any religious tradition: Christian, Vedic, Islamic or other); 6 respondents (7.79%) are following a medical diet due to illness (allergy or other); 1 respondent (1.29%) who prefers taking drugs for weight loss; 15 respondents (19.48%) noted that they simply eat whatever they want all their lives and do not think about propper nutrition; 20 respondents (25.97%) who intuitively feel what they should eat; and 12 respondents (15.58%) for whom none of the above options is suitable.

31 respondents (40.25%) noted that they are moderately affected by war stress in Ukraine; 29 respondents (37.66%) noted that the stress of the war affects them quite strongly; 9 respondents (11.68%) do not feel stress; and 8 respondents (10.38%) indicated that they are very much affected by the stress of the war. 34 respondents (44.15%) noted that for them food is "fuel" for the body (calories, proteins-fats-carbohydrates, nutrients, vitamins); 27 respondents (37.05%) noted that food is a pleasure for them; 15 respondents (19.48%) indicated that food can be useful or harmful for them; and 1 respondent noted that food for him is a means of maintaining beauty and youth; 24 respondents (31.16%) noted that they noticed changes in their eating behavior after the beginning of the invasion of Russian troops on the territory of Ukraine; 20 respondents (25.98%) noticed small changes; 16 (20.77%) almost did not notice any changes and 17 respondents (22.07%) did not notice any changes.

According to the ORTO-15 questionnaire, the descriptive statistics of which are shown in Table 1, it was established that the average score in the sample is below the normative range (at 40 points), which meets the requirements for making a diagnosis of orthorexia nervosa.

Table 2 shows means for each group according to food preferences. It can be seen from Table 2 that the highest mean score for orthorexia nervosa (which means its absence) was obtained by the subsample of those respondents who indicated that they prefer taking drugs for weight loss (M = 49). Meanwhile, the lowest indicator was obtained by the subsample of respondents who indicated that they practice intermittent fasting (or another system based on the idea of fasting) at the time of the survey, M = 30.33.

Next, a causal model was created by the method of structural equation modeling (SEM), in which all the above-mentioned parameters were tested for regression interdependence with an assessment of the quality of the model itself. The resulting causal model that best fits the available data is presented in Figure 1, and fit indices are shown in Table 3.

The obtained indicators by the method of Structural Equation Modeling (SEM) allow us to accept the null hypothesis about the correspondence of the model to the obtained data, because Chi-square > 0.05. The model indices specify the fit parameters. In addition, the visualization of the causal model in Picture 1 demonstrates the regression interdependencies between its parameters.

Table 1

«Descriptive statistics for ORTO-15»

M	36.09
Md	37
Mo	35
Sd	4.84
Min	23
Max	49
Se	0.27
Sk	-0.31
Kr	0.43
N	77
Shapiro-Wilk normality test	W = 0.98316 p = 0.4022

Table 2

«Means for each of the ORTO-15 group»

Groups	M
1 – vegetarianism / veganism / raw food / Ayurvedic diet / gluten-free / sugar-free	34.83
2 – keto diet / paleo diet / protein diet	31
3 – "proper nutrition" (proteins-fats-carbohydrates balancing) or a specialized sports diet ("gaining muscle" or "fat burn")	34.08
4 – intermittent fasting / other system of fasting	30.33
5 – practicing fasting (of any religious tradition: Christian, Vedic, Islamic or other)	35
6 – follow a medical diet due to an illness (allergy or other)	36
7 – prefer taking drugs for weight loss	49
8 – they eat what they want and don't think twice	38.87
9 – intuitively feel what to eat	35.05
10 – neither option is suitable	37.92

Table 3

«Indices of absolute conformity»

Absolute fit indices	RMSEA	0
	SRMR	0.02
	Chi-square	0.59
Incremental indices	CFI	1
	TLI	1.4

Thus, interpreting the obtained results, the following levels of interdependencies can be observed: "kind of diet" (vegetarianism, intermittent fasting, proper nutrition, intuitive nutrition, fasting and others) and orthorexia share almost a quarter of the common variance ($R = 0.24$); gender (1 – male and 2 – female) and orthorexia have an inverse regression relationship, which means that women are more likely to have this diagnosis. Also, "kind of diet"
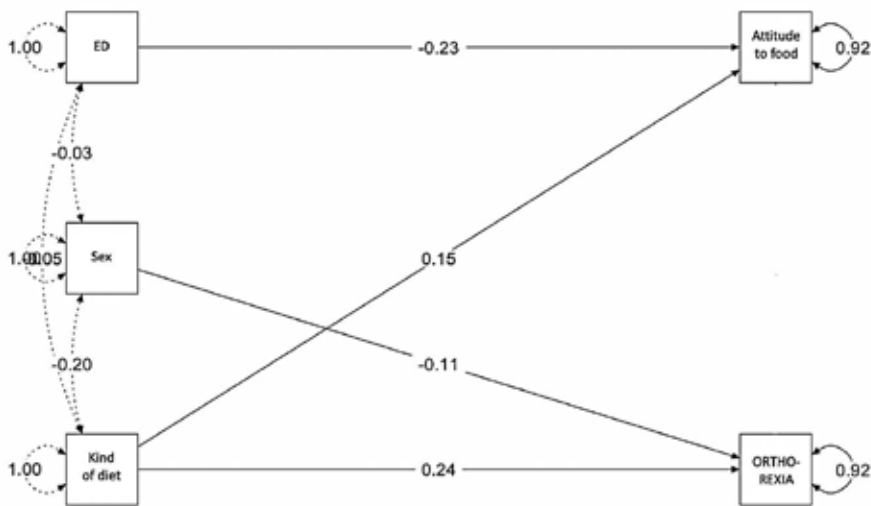
Pic. 1. Causal modeling of orthorexia nervosa

and "attitude to food" (food is pleasure; "fuel" for the body; a tool for maintaining beauty and health, etc.) are related by 15%. The presence of the experience of ED in the past (1 – no or 2 – yes) has an inverse regression relationship with the attitude to food (R = -0.23).

Prospects for further research. This article is the first in a series of extensive dissertation thesis research on psychogenic factors in the etiology of orthorexia nervosa. It is devoted to the review of world research in this area and to emphasizing the need to deepen knowledge about the cultural aspects of orthorexia nervosa. Further research in this area will be aimed at creating causal modeling of a number of factors of orthorexia nervosa associated with traumatic childhood experiences, dysfunctional schema-modes, and attachment types.

5. Conclusions

Therefore, the popularization of the Western trend for a healthy lifestyle (helsism), which includes following a healthy diet, is becoming noticeable in other cultures. Modern studies of orthorexia nervosa on samples in China, India, Turkey and other countries of the East and Asia emphasize that orthorexia nervosa is diagnosed in them as well. This indicates the need to deepen the cultural studies of orthorexia nervosa. In our study of orthorexia nervosa on a Ukrainian sample at the beginning of 2024, it was also established that most of the randomized sample received test results according to (ORTO-15), according to which the diagnosis of orthorexia nervosa is established. The study was aimed at analyzing the influence of socio-demographic factors on orthorexia nervosa. 77 respondents were surveyed and asked to choose the type of diet they currently practice (vegetarianism; intermittent fasting; proper nutrition; various types of diets: keto, paleo, gluten-free; and others). In addition, a number of socio-demographic parameters were included in the analysis, from which the most influential ones were selected by modeling structural equations. A causal model of the relationship between various

factors and orthorexia was created, with an assessment of its quality and an interpretation of the parameters. It was found that the "kind of diet" (vegetarianism, intermittent fasting, proper nutrition, intuitive nutrition, fasting and others) and orthorexia share almost a quarter of the common variance, women are more likely to have this diagnosis. Also, the "kind of diet" is interconnected by 15% with the "attitude to food" (food is pleasure; "fuel" for the body; a tool for maintaining beauty and health; and others). The presence of the experience of ED in the past is almost a quarter interrelated with the "attitude to food". In contrast to the "kinds od diet", subsamples of respondents who did not adhere to any diet kind and those who used weight loss drugs were evaluated for comparison – their group mean score for orthorexia nervosa were found to be higher. In the only case, only in the subsample of respondents who indicated that they use drugs for weight loss, the mean group score had a range in which the orthorexia nervosa was not diagnosed (M = 49).

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DIRECTIONS AND PROCEDURE FOR COORDINATION OF MATERIAL AND PROCEDURAL NORMS OF FINANCIAL LAW IN REGULATING THE BEHAVIOR OF SUBJECTS OF TAX RELATIONS

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Summary

The article is devoted to the analysis and coordination of material and procedural norms of financial law in the context of regulating the behaviour of subjects of tax relations. The author examines the main directions and order of interaction of legislative acts, doctrinal positions aimed at regulating the financial aspects of taxation, with the aim of harmonizing these norms for effective control and ensuring compliance with their requirements.

The article highlights the important aspects of the influence of material norms on the tax practice of subjects, defines the key aspects of legal personality in the taxation system and argues for the need to harmonize the material and procedural aspects of financial law.

The article examines in detail the tools and mechanisms of coordination of material and procedural aspects of financial law to ensure the effective functioning of the taxation system and reduce the risks of violations. The author analyses the relationship between legal standards and real practice in the field of tax relations, taking into account economic and social factors affecting the behaviour of tax subjects.

Key words: financial law, material and procedural norms, tax subjects, taxation system, legal personality, legal standards.

1. Introduction

In the conditions of constant changes in the modern economic environment and the rapid development of the financial sector, the urgency of researching directions and the procedure for coordination material and procedural norms of financial law when regulating the behavior of subjects of tax relations becomes urgent. Tax legislation and its procedural aspects are key to regulating financial relations between the state and business entities. Simplification and harmonization of these rules is necessary to maintain transparency, efficiency and compliance in the field of taxation.

Analysis of the coordination of material and procedural norms of financial law allows to identify gaps and inefficiencies in the taxation system, which can serve as a basis for further reforms and improvement of legal regulation. In the context of globalization and the growing complexity of financial transactions, it is important to explore ways of improving the tax control system and simplifying the interaction procedures between subjects and tax authorities. The tax system affects the economic development, investment climate and competitiveness of the country. Therefore, the study of the harmonization of financial law norms has an important practical aspect for tax authorities, business and academics.

Continuity in the study of this topic can lead to the development of new tools and methods of taxation, as well as to the improvement of the legislative framework, which in turn will contribute to the stability and development of the financial and legal system as a whole. Such research will be relevant both for academics and practitioners in the field of financial and tax law, and for government institutions responsible for the formation and implementation of tax policy.

Researching the issue of directions and the procedure for harmonizing the material and procedural norms of financial law in regulating the behaviour of subjects of tax relations, general scientific and special methods were used, in particular, systemic and structural, formal and legal, formal and logical, as well as the method of scientific interpretation of law.

2. The basis for determining the approaches of subjects of tax legal relations

For proper analysis of the issue of directions and the order of coordination of material and procedural norms of financial law when regulating the behaviour of subjects of tax relations, first of all, it is necessary to decide on the issue of scientific analysis of the concept of subjects of tax legal relations.

N. I. Khimicheva believes that the subjects of tax law are persons who have legal personality and are potentially able to be participants in tax legal relations, and the subjects of tax legal relations are real participants in specific tax legal relations. A similar opinion belongs to M. P. Kucheryavenko and O. P. Orliuk, who note that the subject of tax law can be any person whose behavior is regulated by the norms of tax law and who can act as a participant in tax legal relations, the bearer of subjective rights and obligations *(Kucheriavenko, 1998: 70) (Orliuk, 2003: 254).*

The subject of the tax legal relationship is the subject of tax law, which realizes its legal personality. And in connection with the fact that it is difficult to imagine a subject who has acquired tax rights but does not implement them (of course, without taking into account the illegal behavior of such a subject), it can be argued that the subject of law and the subject of legal relations, from the practical side, homogeneous categories *(Teremetskyi, 2011: 744).*

In general, subjects of tax legal relations can include individuals who have income and are subject to taxation, as well as legal entities that carry out economic activities and have tax obligations. They carry out their activities in accordance with the current legislation, observing the established rules and norms of taxation. The subject of tax relations is an important chain in the country's financial management system, its actions and responsibilities determine the level of contribution to the economy and contribute to ensuring the financial stability of the state.

Y. O. Bernaziuk divides subjects of tax legal relations into four groups: state bodies and non-governmental organizations endowed with authority in the field of tax legal relations, taxpayers, tax agents and persons contributing to the payment of taxes, fees (mandatory payments) *(Bernaziuk, 2004: 149).*

It is worth noting that subjects of tax legal relations can be classified according to various characteristics, such as legal status, nature of activity, scope of taxation and others. The general classification of subjects of tax relations, in the opinion of the author, includes the following components:

1. Natural persons:
• Taxpayers: citizens who have taxable income and are required to pay prescribed taxes.
2. Legal entities:

• Businesses: include corporations, limited liability companies and other legal forms that have obligations to pay value added tax, income tax and other mandatory contributions.

• Non-profit organizations: include charities and public organizations that may be exempt from taxation or have specific tax regimes.

3. Special subjects:

• State authorities: authorities that can be the objects of tax relations, for example, when receiving income or taxing income from certain operations.

• International organizations: international organizations that have special status and opportunities in the field of taxation.

Thus, the status of subjects of tax legal relations and the established limits of the rules of conduct are regulated in one way or another by the provisions of the current legislation of Ukraine, in particular, by the norms of substantive law.

3. Material norms of law regulating the status of subjects of tax relations

Material norms of law regulating the status of subjects of tax relations, determine the rights and duties of subjects in the field of taxation, and also establish the procedure for interaction between them and tax control bodies. The main material standards can be defined as follows:

1. Rights and responsibilities of subjects: the right to own and manage property: defines how subjects can own, use and dispose of their property, including taxable income. Duty of tax accounting: determines what data and documents subjects must provide for correct calculation and payment of taxes.

2. Taxation of income and profit: tax rates – the amount of tax rates is determined for various types of income, including personal income of individuals and corporate profit of enterprises. Exemptions and benefits: material regulations may provide for certain categories of entities or types of activities that are exempt from taxation or have benefits.

3. Tax obligations and fixed-term obligations: payment terms and deadlines: the time schedule for tax payment and tax reporting obligations is established. Sequence of fulfilment of tax obligations: regulates the order and sequence of fulfilment of tax obligations by subjects.

4. Tax control and responsibility: rights and responsibilities of tax control bodies: determines what powers tax bodies have in carrying out control and collecting taxes. Liability for violation of tax legislation: material regulations determine sanctions and fines for non-fulfilment of tax obligations or violation of tax legislation.

5. International taxation: rules for avoiding double taxation: the procedure for concluding tax agreements between countries to avoid double taxation is determined. Information reporting requirements: requirements for providing information on international financial transactions and taxable income are established.

These material norms of law constitute the basis for the functioning of tax relations and determine the conditions for the participation of subjects in the taxation system. In addition, they help ensure the fairness, transparency and efficiency of the tax system.

The peculiarity of the material norms of the law, which regulate the status of subjects of tax relations, is their focus on determining the rights and obligations of participants in the tax process, which relate to taxation of income, property, business and other financial aspects. The main features of these norms include: the detailing of tax obligations, namely material norms often detail the types of taxes, tax rates and mechanisms for their payment. They specify

how to calculate taxes for different categories of entities, providing detailed instructions and definitions. Material norms determine the rights and obligations of subjects of tax relations. This may include the right to use benefits, the right to reimbursement of tax expenses, as well as obligations to submit tax returns and pay taxes within the specified time limits.

Material norms also establish the conditions of responsibility for violation of tax legislation. They determine fines, penalties and other sanctions for non-fulfilment of tax obligations or violation of rules. Some material norms may be aimed at regulating specific areas of taxation or types of activities. For example, rules governing the taxation of financial institutions, tax incentives for research and development, or specifics of real estate taxation.

In addition, for subjects carrying out international activities, the peculiarity consists in taking into account international tax relations, concluding tax agreements and determining the rules of taxation of international transactions. Material regulations can provide incentives for economic development, investment and support of specific industries through special tax regimes and benefits.

4. Procedural norms of law regulating the status of subjects of tax relations

Thus, the author, having provided a general description of the analysed process, the formation of the direction of communication and interdependence of subjects of tax relations, generalizing them to taxpayers and the controlling body through the prism of studying the provisions of the current financial legislation of Ukraine, it is possible to come to an intermediate conclusion, which is the statement about the subordination of taxpayers to the controlling body . This conclusion is consistent with the general understanding of the actual reporting and submission of tax payers to the law, which, in turn, authorizes the State Tax Service and its specially authorized territorial bodies to exercise control and apply response measures in case of violation of the provisions of the Constitution of Ukraine, laws, codes, etc.

However, in the area of procedural financial law prescriptions, it should be noted that the nature of the legal relationship is changing somewhat, and the controlling body is transforming from a key subject of control to a side of the legal process, which is obliged, regardless of which entity initiated the legal process, to prove the nature and admissibility of the violation taxpayer of the legislation of Ukraine.

Procedural legal norms regulating the status of subjects of tax relations determine the procedure for resolving tax disputes, rules for disputes and protection of the rights and interests of subjects in tax relations. The main aspects of procedural norms include:

1. Tax declaration and reporting: procedural norms determine the terms and procedure for submitting tax declarations by entities that are required to report on their financial status and tax obligations. Mandatory reporting: the scope and form of mandatory reporting that must be provided by subjects for tax accounting is determined.

2. Tax control and audit: it is established when the compliance of subjects with tax legislation is verified, including the selection of audit objects, the organization and conduct of the audit itself. Rights and obligations of the parties in the audit process: the cooperation of subjects and tax control bodies during the audit is determined, including the right to protection and confidentiality of information.

3. Consideration of tax cases and judicial protection: the procedure for filing appeals, contesting tax decisions and conducting court hearings is established. Rights and obligations of the

parties in legal proceedings: defines what rights subjects and tax control authorities have in legal proceedings, including the presentation of evidence, conducting debates and other aspects.

4. Conciliation and mediation: the possibility and conditions of settling tax disputes through reconciliation between the parties or with the help of a mediator are determined. Protection of the rights of reconciliation participants: the procedure for ensuring the rights and interests of subjects in the reconciliation process is regulated.

5. Use of information technologies: the procedure for using information technologies for submitting tax reports, exchanging data and communicating with tax authorities is determined.

6. Settlement of disputes and execution of decisions: the procedure for the settlement of tax disputes by subjects using out-of-court procedures is established. The procedure for the implementation of decisions: the procedure for the implementation of decisions that are taken in the process of consideration of tax issues is determined.

Thus, a proper example of the transformation of legal relations from material to procedural is the provisions of Article 56 of the Tax Code of Ukraine, according to which: "Decisions made by the controlling body can be challenged in an administrative or judicial procedure. If the taxpayer believes that the supervisory body incorrectly determined the amount of the monetary liability or made any other decision that contradicts the legislation or goes beyond the powers of the supervisory body established by this Code or other laws of Ukraine, such a taxpayer has the right to appeal to a complaint about the revision of this decision to a higher-level supervisory body. During the administrative appeal procedure, the burden of proving that any assessment made by the controlling body in the cases specified by this Code, or any other decision of the controlling body is legitimate, rests with the controlling body. The duty to prove the legality of the assessment or the adoption of any other decision by the controlling body in a court appeal is established by the procedural law. Taking into account the statute of limitations specified in Article 102 of this Code, the taxpayer has the right to appeal in court a tax notification – decision or other decision of the controlling body at any time after receiving such a decision." *(VRU, 2010: 177)*.

The peculiarity of the procedural rules of law, which regulate the status of subjects of tax legal relations, is manifested in their direction to ensure legal interaction between subjects and tax control bodies, as well as in determining the procedure for resolving tax issues and disputes.

5. Directions and procedure for coordination of material and procedural norms of financial law when regulating the behaviour of subjects of tax relations

Procedural norms provide subjects of tax relations with the right to effective protection of their rights and legitimate interests in tax disputes and audits, may provide for transparency and publicity of tax procedures to ensure availability of information for subjects and the public. Procedural norms may include provisions aimed at simplifying tax accounting procedures and reducing bureaucratic burdens for subjects, provide for the possibility of mediation and mediation to settle tax disputes without court proceedings.

In addition, it is key that the procedural norms determine the rights and obligations of subjects and tax control bodies in the process of audit, appeal and trial, may establish clear terms and deadlines for submitting appeals, appeals and other documents to ensure timely resolution of tax issues, promote the use of modern information technologies for reporting, data exchange and other electronic interaction between subjects and tax control bodies and provide for the possibility of concluding agreements and negotiations between subjects and tax control bodies to resolve tax issues.

Coordination of substantive and procedural rules of law in the tax sphere is an important aspect for ensuring efficiency and fairness in the taxation system. This involves the interaction of rules that determine the rights and obligations of subjects in the field of taxation (substantive norms) and procedures by which tax issues and disputes are resolved (procedural norms).

Material norms determine the main rights and obligations of subjects in the field of taxation, such as the obligation to pay taxes, the right to exemptions or benefits. These norms should be clear and unambiguous. Procedural norms, in turn, provide procedures by which subjects can protect their rights or appeal the decisions of tax control bodies.

Tax legislation should be accessible and understandable for subjects. This is important so that subjects can correctly determine their status and obligations. Appeal procedures, appeals and other procedural points should also be clear and easily accessible to subjects who wish to appeal the decision. Material and procedural norms must interact, which consists in ensuring a clear interaction helps to avoid conflicts and uncertainty in the process of solving tax issues.

Substantive norms may provide certain incentives, benefits or incentives for voluntary compliance with tax obligations, while procedural norms may encourage the resolution of disputes through conciliation or other forms of mediation.

In general, the coordination of substantive and procedural norms helps to create a coherent and effective system of tax law that takes into account the interests of subjects, ensuring their rights and protecting them from possible shortcomings or abuses.

6. Conclusions

As a result of the research, it is fair to reach the following conclusions.

Firstly, the author analysed the doctrinal developments with the analysis of the positions of scientists and different approaches to defining the concept of subjects of tax legal relations and provided his own understanding of the unification of these opinions. As a result of the conducted research, it was determined that the subject of tax legal relations is an important chain in the country's financial management system, his actions and responsibilities determine the level of contribution to the economy and contribute to ensuring the financial stability of the state.

Secondly, the author presents the results of a thorough analysis of the provisions of substantive legislation in the field of tax law regulation through the prism of defining the main classes and classifications of their existence and regulating the behaviour of the parties to tax disputes. The material provisions of the legislation have been analysed in terms of their definition of the rights and obligations of subjects of financial law (tax legal relations), taxation of income and profit, tax obligations and fixed-term obligations, tax control and responsibility, aspects of international taxation. Also, it was concluded that the main features of these material norms include: the detailing of tax obligations, namely the material norms often detail the types of taxes, tax rates and mechanisms for their payment.

Thirdly, as a result of the study, the need for the existence and regulation of the current financial legislation of Ukraine by procedural norms became clear, groups of procedural norms were proven and their characteristics were given in view of the analysis of proceedings in cases of tax offenses. It is proven that procedural norms regulate, in particular, but not exclusively, such institutes as the institute of tax declaration and reporting, tax control and audit, consideration of tax cases and judicial protection, conciliation and mediation, use of information technologies, settlement of disputes and execution of decisions.

Fourthly, the author formed a position regarding directions and the procedure for harmonizing material and procedural norms of financial law when regulating the behaviour of subjects of tax relations on the basis of their interdependence. It is proved that the order and directions of coordination involve the interaction of the rules defining the rights and obligations of subjects in the field of taxation (substantive norms) and the procedures by which tax issues and disputes are resolved (procedural norms).

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POLAND AND UKRAINE:
PERSPECTIVE OF INSTITUTIONAL ECONOMICS

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Summary
The residential real estate market is one of the most important elements of any economy, based on housing objects that can be owned by different households on certain rights. Identifying all forms and rights of ownership in the housing market of Poland and Ukraine in accordance with the theses of institutional economics and comparing them was the main goal of the study. In our analysis, we want to confirm the hypothesis that the structure of property rights that exists in the residential real estate market and is described in various literature provides only a general description of the real situation. Therefore, the result of our research was the determination that the property rights operating on the housing market in Poland and Ukraine are much more diverse and complex than the five main forms described in the Ostrom model, which is the main basis for defining property rights. This made it possible to identify the existing forms of property rights, in particular for apartments that exist in the analyzed markets, and to establish the distribution of these rights among possible co-owners of these objects.

Key words: property, the residential real estate, the housing market, the right holders, type of ownership.

1. Introduction

Real estate acts as a driving force and not only guarantees people freedom, independence and a decent life, but also serves as the basis of national wealth. An efficient and stable economy creates conditions that allow for the provision of important goods and the needs of the population, as well as the development of the market and the enrichment of the state.

For the real estate market to function effectively, it is important to improve the system of market relations in the process of institutionalisation, which will facilitate the free distribution of real estate ownership rights with appropriate structuring of economic processes. Therefore, a well-formed institutional and legal environment of the real estate market allows the regulation of the behaviour of all participants based on objectively determined property rights and the coordination of the conditions and procedures for their implementation.

In this context, a key research problem has emerged, which we have placed within the institutional economics framework in our research. Our main goal was to identify forms of property rights in the residential real estate market and the owners of those property rights. It is widely acknowledged, particularly within the institutional economics framework, that property rights

affect the efficiency of resource use. In the residential real estate market, optimal property institutions will be those factors that can enable the efficient use of housing resources. It is beyond doubt that housing is a good that is characterised by a certain scarcity. This is primarily because of the growing demand for housing and the relatively long investment process, which is the source of housing supply. We attempted to compare property rights institutions in Poland and Ukraine.

The economies of both countries, in particular Ukraine and Poland, have a lot in common from the point of view of the real estate market, especially the growing demand for housing and as an important social phenomenon. These aspects were crucial to our study of both residential real estate markets and existing property rights institutions.

These are economies that have a lot in common regarding the real estate market, particularly in terms of social phenomena. These aspects are crucial and have made the residential real estate markets in Poland and Ukraine the focus of our research from the perspective of property rights.

At the core of our research lies a hypothesis in which we assume that the property rights structures exposed in the institutional economics current also apply to the housing market. Our research is primarily based on E. Ostrom concept, in which she distinguished five forms of property rights and five types of owners of those rights. We believed that such an approach is optimal for studying the real estate market because of the multitude of interpersonal relationships and forms of use of housing in Poland and Ukraine. We set ourselves a thesis that we wanted to prove in our research. Based on our experience and previous research on the real estate market, we concluded that the forms of property rights described in institutional economics literature only describe the reality of the real estate market.

We believed that property rights in housing in Poland and Ukraine are much more diverse than just the five forms described in the E. Ostrom model. However, this does not mean that we deny the validity of this approach. It is the foundation of our research, which aims to identify the real forms of property rights in these markets. Such an approach is additionally justified by the institutional perspective, which provides the economic background for our research. Institutional economics enables the study of economic phenomena from the perspective of a broad institutional determinism. This is important because property rights in the real estate market are not just an economic or legal aspect. Property rights are a phenomenon that encompasses economic, legal, and social aspects. Housing as a good serves the function of satisfying basic human needs. This makes property rights to housing a holistic and multifaceted phenomenon.

Property rights in the housing real estate markets are important for several reasons. First, it is crucial to identify and clearly define the forms of property rights that regulate interpersonal relations in this aspect of the economy, which is the subject of our research. This may enable the examination of the effectiveness of resources in different ownership. Such an approach may reveal potential market inefficiencies, and the results of such research could serve as the basis for corrective programs from the perspective of, for example, housing policy in Poland and Ukraine. This mechanism is based on the recognised relationship that appropriate formal and informal institutions regulating property rights are one of the most important factors for efficient use of goods. That housing is a limited good is obvious.

Therefore, optimising property rights institutions can provide opportunities for improving the efficiency of housing resource utilisation. This is important in Poland, where the problem of "housing vacancies" is widely observed. In Ukraine, the housing supply has significantly decreased because of the military aggression of russia. In both countries, there is a higher demand for housing than supply. These factors make our research on the actual forms of property rights essential for further studies on housing availability and problems for the Polish and Ukrainian societies.

2. Literature review

Property rights are one of the most important areas of research in institutional economics. Property was treated as an element of social structure. However, the mere use of certain goods does not automatically result in creating property institutions. It should also be emphasised that the emergence of private property in social space has led to economic processes taking on a character of "struggle" between people for possession of goods.

It is important to distinguish between the concept of "property right" and "ownership." The former most often refers to the mere possession of property and goods, which can be used under property law. The term "ownership" refers to a set of legislative rules and norms regulating ownership and property rights . This means that the owner of goods may use them, which may be shared with other individuals with their consent. The owner of goods can transfer their rights to third parties under the principles. These principles typically include sanctions for violating property rights and improper use, rules on compensation, and responsibility. This means that full use of owned goods is only possible within the limits established by institutions. Therefore, the use of goods is limited which may be because of social utility and social costs *(North, 2016).*

3. Research Method and Material

It should be clearly stated, however, that property rights directly concern human relations in relation to the possession and use of the benefits. An important element here is a kind of human activity in relation to these goods. Owning them for the sake of ownership alone does not make much sense. The mere fact of owning a good must be/should be complemented by active and real use of these rights, as well as the necessity of having control over the possessed good . Only these three mutually interacting elements can generate added value for property rights holders to specific goods – of course, with the active participation of humans/property rights holders. This makes it possible to use owned goods effectively.

However, the efficiency of these goods should be considered from the perspective of their owners and from a broader socio-economic perspective. The scarcity of resources is the main reason. This aspect is also observed in the real estate market, where housing is a scarce resource . This is mainly because of the high demand for such goods in various economies, including Poland and Ukraine . Obviously, the scarcity of housing goods does not result from their limited availability in terms of natural resources. Rather, it results from the imbalance between market demand and supply.

Such a situation, which can lead to an increase in the level of inefficiency in resource utilisation, should be clearly organised by institutions. These institutions will regulate human behaviour and interpersonal relationships . On the one hand, these institutions will enable owners to use their property rights, while these rights will be limited in relation to the rest of society. In this way, institutions become the cause of ordering interpersonal relationships in terms of their rights to individual forms of ownership, also by introducing sanctions for non-compliance with these norms or principles. Such restrictions primarily aim to ensure that property rights are used by their owners and other individuals who may have partial property rights. In this context, it should be emphasised that property rights make up a set of different relationships and arrangements between people, who on this basis have the opportunity/right to use goods in different ways. The most commonly mentioned are the right to possession, use, management,

income from resources, capital creation, security, transferability, and the right to return of ownership. It is also important to note the prohibition of using property to the detriment of others and the obligation to release resources to repay debts.

In E. Ostrom's research, the relationship between the full owner and those who have a smaller scope of property rights appears in this context. These relationships are presented as a matrix that assigns property rights to specific roles (see Table 1). This division is based on the assumption that property rights allow the taking of specific actions within a certain scope. Thus, property rights are the basis for taking specific actions in relation to other interested parties regarding a resource. In this context, five forms of property rights have been defined, which are considered the most important from the perspective of using common resources. The right of access provides the possibility of entering a specific area and derive non-subtractive benefits. The right of withdrawal allows eligible individuals to get resources or products from the resource system. The third form of property rights is the right to manage the resource. The right of exclusion provides the ability to determine who will have access to the resource and how those rights can be transferred to others. The highest form of property rights is the right of alienation. It allows for the sale or lease of rights to manage and exclude the resource.

Defined forms of property rights have been assigned to specific groups of property holders. This allows for resolving the dilemma and the separation of whether property rights are well-defined from the problem of the consequences of holding specific property rights. In this way, five types of property holders have been defined, each with different scopes of rights. The first are authorised entrants, who have operational rights to enter and use the property. Authorized users have both operational rights and the right to use the property for their own purposes. Authorized claimants are another group of property holders who also may manage the property by establishing restrictions on the use and access of the property. Owners have additional property rights regarding exclusion, which enables them to decide who can access and use the property. Various legal systems and social traditions impose certain restrictions on this right, such as the ability to transfer property rights or bequeath property to family member.

Table 1

Ownership holders and the division of property rights

	Owners	Proprietors	Claimants	Authorised Users	Authorised Entrants
Access	X	X	X	X	X
Withdrawal	X	X	X	X	-
Management	X	X	X	-	-
Exclusion	X	X	-	-	-
Alienation	X	-	-	-	-

The concept of differentiation of property rights has evolved, influenced in part by technological advances. In the dynamic development of the Internet and network services, there has been a recognised need to expand the catalog of property rights. As a result, a new division of property rights has emerged, primarily dedicated to online repositories. According to E. Ostrom and E. Schalger, these include rights of access, contribution, extraction, removal, management/participation, exclusion, and alienation. These new forms of property

rights provide owners with the right to co-create content (Contribution), to receive units of resources or products from the resource system (Extraction), and to remove their artifacts from the network resources (Removal).

4. Results

The contemporary forms of residential property ownership in Poland result from various changes and transformations. Events from various decades of Polish history have become a force shaping modern institutions, particularly in the realm of formal and informal institutional changes. In recent decades, there have been significant social transformations in Poland, involving adaptation to changing economic circumstances, which have changed the ways of conceive different social classes. This has created a strong impetus for private property institutions in Poland, which have taken on a competitive character in raising the standard of living – with particular emphasis on the conveniences of daily life. Such institutional changes are also clear in the real estate market, where owning one's own apartment is often a benchmark and criterion of the standard of living. In this context, it can be said that owning one's own apartment for some members of society is more a fulfilment of the desire to conform to the contemporary level of "decent" consumption, rather than a fulfilment of basic living needs.

The contemporary institutional reality reveals a very large differentiation of property forms in this area, the main determinant of which is the economic situation of households. In Poland, there are several main forms of apartment ownership – or rather, forms of residence. It turns out that such differentiation is very important. The form of ownership determines the fact of owning a particular good. Meanwhile, the form of residence relates a person to various forms of rights resulting from the usefulness of the good, which in our research is the apartment. This means that the term 'owner of property rights' in relation to its various forms can also apply to the analysis of formal real estate market institutions. However, this requires some change of the Polish institutional reality to the E. Ostrom model *(Ostrom, 2003)*.

Formal and informal institutions that determine the forms of housing in Poland have enabled the emergence of full ownership, co-ownership, cooperative ownership rights to a unit, participation in co-ownership of real estate, cooperative tenancy rights to a unit, right to social housing, and the possibility of market rental (see Table 2). The first of the listed forms of housing pertains to the fullest right of ownership to a dwelling. The full extent of these rights primarily refers to independent possession of the unit (along with a proportional share of ownership of the land on which the building stands) as well as the possibility of its unrestricted use . This type of property ownership entitles individuals to all forms of housing possession, ranging from full and unrestricted access to the unit, to the ability to use the dwelling for one's own domestic needs, to the possibility of alienation, which in this context refers to the right to sell the property. In the Polish legal reality, there is an institution of co-ownership, which, in principle, entitles individuals to the same property rights in relation to the unit. However, the difference lies in the division of these rights among the co-owners. The division of these rights, however, does not result in the weakening of its forms. Rather, it extends the subjectivity of the holders of these rights. In the real estate market, such a situation often concerns households (married couples, life partners) who have shared the property for their own domestic needs.

Another type of property owner in Polish reality is owners who use cooperative ownership of the apartment. This type of legal institution is not perfectly matched to property rights

that exist in the E. Ostrom model. It cannot be stated that this type of owners do not have the right to sell the apartment. However, assigning this form of property ownership to apartments is determined by the aforementioned limitation. Owners of this type of property rights may use the right of alienation, but only to the extent of disposing of the cooperative ownership right of the apartment. This type of legal act generates similar social effects. However, in relation to legal facts, it is a different civil law activity. Using the right to manage the apartment is limited. Any changes in the way the apartment is used and transforming this property require the consent of the housing cooperative, which manages the property.

Further limitations on the use of a wide range of property rights concern allowed petitioners. This type of property rights holders is assigned to individuals who own shares in a common property. This refers to the called to share in the property with a sign of the premises. In the Polish real estate market, this is a new form of property rights. Besides the limitations on the right to manage, further restrictions appear. This type of property rights holders can use the right to use the property in a limited way. This is because co-ownership and use of the property are possible only if can be reconciled with the co-ownership and use of the property by other co-owners. Authorised petitioners may use limited rights to exclude and alienate. This limitation means that the use of these forms of property rights may only concern the owned shares of the entire property. Using this range of rights is very difficult. This has led to the creation of a new legal institution called the "quad usum" agreement. This type of contract specifies the share in co-ownership of the property by indicating a specific apartment. This enables more optimal benefits to be derived from the use of the apartment and more efficient regulation of the use and transformation of the designated apartment. However, the "quad usum" agreement does not change the position of the authorised petitioner to the position of the owner.

Another group of property owners are authorised users. Based on the research of legal institutions that apply to the Polish residential real estate market, three subgroups of property owners can be included in this group. These are owners of cooperative-tenant ownership rights, rights to communal flats, and individuals who use the right/opportunity of market rental of flats. It is difficult to speak of ownership of flats in this context. These are already forms of property rights that only allow full access and use of flats for personal living needs. Market practice suggests that this group of flat users may make improvements (e.g., renovation). However, this right is strongly limited. Using this form of property right is only possible with the consent of flat owners or housing cooperatives. It should be clearly emphasised that there is a clear differentiation among these three subgroups. It is not based directly on the structure of property rights to a flat. The main factor distinguishing them is primarily the financial situation of allowed flat users. Cooperative-tenant right to a flat is possession by a member of a housing cooperative of the right to live in a flat without ownership rights. It is a remnant of institutions that were in force in Poland in the 1970s and 1980s. Members of cooperatives acquired this type of right to use tenancy flats, which today are disappearing or are being transformed into communities or housing cooperatives. This subgroup of property owners still has an additional privilege. Tenancy flats can be rented on market terms or given for free use to other individuals. There is a very clear difference between authorised users who use communal flats and market rental flats. The first subgroup most often concerns individuals/households who are in a difficult economic situation. Legal institutions in Poland specify that this type of right to use flats is of a social help character. Authorized users who rent flats on market terms are individuals/households who most often consciously decide to live in this way. This means that this subgroup of authorised users contributes to the segment of flat rental in Poland.

The last group of property rights holders was included in the scheme solely for methodological order. Authorized users in the real estate market essentially do not exist. Property rights of this group are limited only to full access. I can't imagine such a type of ownership in relation to apartments that meet specific human needs. After all, the right to own land differs from the right to own a house. In institutional economics literature, the example of the possibility of benefiting from the right to access private areas is often cited. This is most often related to social costs. However, in relation to owning a house, such phenomena do not occur. The only context in which authorised participants will appear will be the possibility of access to the apartment by third parties – but only with the explicit consent of the holders, owners, authorised petitioners, users, or tenants. In colloquial terms, this scope of property rights will concern guests of the holders of broader property rights to the apartment (Table 2).

Housing in Ukraine has a very high economic, social and material value in society. That is why the right to housing is enshrined in the Constitution, which has become a vital necessity and one of the fundamental rights of citizens. However, ownership of housing as a special real estate object is constantly under the attention of society and the state. In Ukraine, despite the difficult events that are currently occurring, it is unshakable that protecting property rights is guaranteed by the state. Traditionally, there are three forms of housing ownership: private, state and communal. Of course, with the beginning of massive free privatization of housing, the real estate sector has transformed, and private property has become a panacea for solving one's own housing problems. Therefore, society has developed a situation where it is 'imperative to own housing' because it is an indicator of well-being and status.

Over the past thirty years, housing policy in Ukraine has been aimed at expanding the institution of private property. The real estate market still relies on forms of ownership and subjects of ownership when distributing ownership of housing objects *(Bodnaruk & Perovych, 2022)*. Although in the modern world community, housing is more positioned in terms of the utility of the good, which forms different institutional sectors of the housing market around it. Speaking specifically about the role of property in the housing market, it should be noted that the rights of ownership, use, disposal and responsibility are of decisive importance, representing both legal and economic categories. Therefore, without understanding the differences between owner-occupier, owner-user and owner-manager, especially where they are not the same person, it is very difficult to determine how the role of ownership affects the formation of effective housing relations.

Given the current institutional challenges in the real estate market in Ukraine, it is important to analyze what elements of property rights exist, as well as the restrictions and encumbrances that may arise in various combinations of these elements. Therefore, the author used 11 elements of property rights proposed by A. Honoré: the right of possession, the right of use, the right of disposal, the right of appropriation, the right to residual value, the right to security, the right to inheritance, the right to perpetuity, the right to prohibit harmful use, the right to liability for compensation, the right to residual character. And also by E. Ostrom, who developed her own hierarchical classification of property transactions. Therefore, the existence of such a wide range of property rights will always create certain conditions for the exercise of this right, so it is necessary to introduce clear, universally recognized rules and protected guidelines that can lead to effective property management regardless of its form of ownership. The combination of research of these scholars was compared with the Ukrainian realities regarding the realization of property rights on the example of housing and the conditions for their application.

Table 2

Property owners and the division of property rights in the housing market in Poland Source: own study

Forms of activity	Owners		Proprietors	Claimants	Authorised Users			Authorised Entrants
	Separate property	Joint property	Cooperative ownership right to the premises	Share in real estate ownership	Condominium apartment	Communal flat	Market rental	Third party
Access – Full access	X	X	X	X	X	X	X	X
Withdrawal – Use for own needs	X	X	X	X(3,4)	X	X	X	–
Management – Making improvements	X	X	X(1)	X(4)	X(7)	X(8)	X(8)	–
– Change of use	X	X	X(1)	X(4)	–	–	–	–
– Any disposition	X	X	X(1)	X(4)	–	–	–	–
Exclusion – Renting	X	X	X	X(5)	X	–	–	–
– Handing over for free use	X	X	X	X(5)	X	–	–	–
– Inheritance	X	X	X	X(5)	–	–	–	–
– Mortgage	X	X	X	X(5)	–	–	–	–
– Execution	X	X	X	X(6)	–	–	–	–
Alienation – Sale	X	X	X(2)	X(5)	–	–	–	–

Notes: (1) Only with the consent of the cooperative; (2) Transfer only of the cooperative ownership right to the apartment; (3) Co-ownership of common property and the right to use it if it can be reconciled with the co-ownership and use of the property by other co-owners; (4) Provided that a quad usum agreement is concluded; (5) Only to the extent of the held shares; (6) The entire property may be subject to enforcement, regardless of the shareholders; (7) Only with the consent of the cooperative; (8) Only with the consent of the owner.

Table 3

Property owners and the division of property rights in the housing market in Ukraine Source: own study

Types of activities	Owner–occupier			Owner–user			Owner–manager		Respondents	Third parties
	Individual property	Joint partial property	Shared joint property	ACAB (condominium)	Dormitory (collective ownership)	Rent	Housing cooperatives	Social housing	All owners	
Access										
– Full access	X	X(7)	X(1)	X(5)	X(11)	–	–	–	X	X(11)
Withdrawal										
– Usage	X	X	X	X	X	X	X(3)	X	X	X(11)
– Use for personal needs										
Management										
– The right of economic management	X	X(7)	X	X(2,7)	X	X(1)	X(3)	–	X	–
The right of operational management	X	X(7)	X	X(2,7)	X(11)	X(1)	X(3)	X(9)	X	–
Any management	X	X(7)	X	X(2,7)	–	–	X(3)	–	X	–
Exclusion										
– Deprived of property rights	X(10)	X(10)	X(10)	X(10)	X(10)	X(10)	X(10)	X(10)	X(10)	X(10)
– Rental	X	X(8)	X(6)	X(5)	X	X(1)	X(3)	–	X	–
– Mine	X	X(8)	X(6)	X(5)	–	–	X(3)	–	X	–
– Privatization	X	X(8)	X(6)	X(5)	X(11)	–	X(3)	–	X	–
– Mortgage	X	X(8)	X(6)	X(5)	–	–	X(3)	–	X	–
– Life-long maintenance	X	X(8)	X(6)	X(5)	–	–	–	–	X	–
– Transfer for free use	X	X(8)	X(6)	X(5)	–	–	–	–	X	–
– Donation	X	X(8)	X(6)	X(5)	–	–	–	–	X	–
– Inheritance	X	X(8)	X(6)	X(5)	–	–	–	–	X	–
Alienation										
– Purchase and sale	X	X(8)	X(6)	X(4)	X	–	–	–	X	–

Notes: (1) with the consent of the owner; (2) based on advance notification and getting the consent of all adjacent apartments; (3) with the consent of the cooperative; (4) indivisibly alienated together with the premises without allocation of a share in kind; (5) distributed to the respective shares of the condominium (Association of co–owners of an apartment building); (6) with the written consent of all adult family members permanently living on the property; (7) only for a certain share in the property right; (8) with the consent of the co–owner and only for his/her share in the property right; (9) with the consent of state or local authorities; (10) by law or by court decision; (11) under certain conditions.

5. Conclusions

Given the importance of housing for the population and the Ukrainian mentality, real estate acts as an indicator of the standard of living status in society. But for most owners, its presence does not mean the ability to properly manage it, to build effective relations regarding the maintenance, preservation and receipt of profits from the ownership, use or disposal of real estate objects. We are considering a similar situation in Poland. Owning your own apartment is still synonymous with financial status. Of course, having your own apartment mainly meets the living needs of society. However, the type of apartment, its location, size and other features are treated as an indicator of wealth. However, changes in this respect can already be observed in Poland. The apartment is increasingly becoming a "tool" to achieve goals that are important to Poles. Possession of a flat or the right to live makes it possible to achieve, for example, professional goals. This makes Poles more and more often choose to rent an apartment in other cities, where they start their professional work.

The formation of the real estate market in Poland and Ukraine examined quite similar stages of development, so the behaviour of the participants was mostly similar. The dominance of private property over other forms made it possible to develop certain rules within the institutions that became the basis of the functioning of these markets. Property rights establish certain rules of behaviour of owners regarding one or another form of property, which are regulated by the state. However, after analysing the property rights in the Ukrainian real estate market, it can be noted that although they are specified in the main legislative acts, the regulation by the state is performed selectively.

Therefore, it is important to create such a regulatory environment in Ukraine, where clear and clear rules, obligations and burdens would apply according to the defined property rights. In Poland, however, the problems of the housing market are observed, which have their sources mainly in the unstable law. The high volatility of legal institutions in recent years generates a high level of uncertainty. This applies not only to the events of the last two years, when national economies have to react to the turbulence of the macroeconomic sphere. In addition, there is an insufficient supply of flats in Poland, both in the primary and secondary markets, as well as in the rental segment.

The results of research in both countries are mixed, although the real estate market in Poland is more developed. Ukraine, a young, ambitious country, which is currently fighting for its independence, and despite everything, is trying to guarantee the main constitutional right – the right to housing! Therefore, the experience of a neighboring country can serve as a good example for its implementation, both in the post-war period and in modern conditions.

The real estate market is important both in ensuring the economic growth of the state and in the social impact that forces people to work to ensure their own housing conditions. The study of the real estate market from the standpoint of the behaviour of the participants, the interrelationships of institutions, the effectiveness of management and state regulation is extremely interesting.

Regarding real estate objects as property objects, the state should not interfere within the limits of their expression of will regarding their realization, but should control the process of their management and use on behalf of society. Although there is some state regulation in Ukraine, it is quite contradictory and selective. In Poland, there are various attempts to improve the housing economy by individual state authorities. The problem of housing appears cyclically on political agendas. However, the effectiveness of these activities leaves much to be desired. This may prove that the residential real estate market is a very complex phenomenon that

cannot be optimized by simple political rules. Thus, we see the need for further research into the conditions of development and establishment of property rights in the real estate market.

At the beginning of our research, we hypothesized that the forms of property rights described in the institutional economics literature would be the optimal foundation for the study of property rights in the real estate market. We particularly emphasized the concept of E. Ostrom's property rights. In short, we can say that this supposition was confirmed. The existing forms of ownership and types of property rights holders, both in Poland and Ukraine, have complicated the theoretical model. It turned out to be practically impossible to create exactly the same matrix. The Polish and Ukrainian reality of property rights in the residential real estate market turned out to be more complicated.

Identifying ownership forms and types of property rights holders was our main goal. One main conclusion can be drawn from our research. Real forms of housing ownership are much more complicated than presented in the theoretical model. However, this does not result from the forms of ownership or individual activities within these forms. The level of complexity of the actual forms of housing ownership results mainly from their change to the particular roles of the holders of these rights. It turned out that an identical match is not possible in the Polish and Ukrainian residential real estate markets. It should be emphasized that some forms of property rights can be used by their holders under certain conditions. In addition, the relationship was confirmed that even full ownership rights to housing are limited by legal and social institutions. This applies above all to the right to alienation. In the residential real estate market, this form of property rights is limited to the sale of a good. Not without significance are also the observed changes in property rights and the possibility of using these rights. In Poland, this aspect is visible, for example, in changes in the preferences of societies in choosing the form of the right to live. Russia's military attack on Ukraine caused huge restrictions on the use of property rights to housing.

On this basis, it can be concluded that the issues of property rights on the residential real estate market in Poland and Ukraine are very complex phenomena. The research results presented by us have revealed the modern forms of property rights that different rights holders are entitled to. The results of our research resulted in the emergence of another research question. What determines the choice of these or other forms of property rights by societies? Why do some people decide to own their own flat and others choose the form of renting a flat? These and similar questions may be the foundation for further research on the real estate market in Poland and Ukraine in institutional economics.

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FEATURES OF THE DEVELOPMENT STRATEGY OF THE HOSPITALITY INDUSTRY IN MODERN CONDITIONS

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Summary
The hotel business is one of the key elements of modern entrepreneurship, especially significant in the context of expanding the territorial framework of business, political, and scientific communications; development of sports and tourism, as well as improving the quality of life of the population. The hotel business, both in domestic and international practice, is a promising and rapidly evolving field of entrepreneurial activity, which concentrates a significant potential for development both at the local and international level, capable of bringing stable income. It has been proven that the management strategy of hotel enterprises is designed to ensure economic growth in the conditions of uncertainty of the socio-economic development of the hotel industry, significant innovative changes, expand the horizons of prediction and thereby create the possibility of a timely response of the hotel industry enterprise to those changes that occur in the external environment. It has been established that each of the types of management of a hotel enterprise differs from each other not only in terms of the implementation of its main functions (planning, regulation, forecasting, organization, control, accounting and analysis), as well as in the detailing or consolidation of the implementation of economic, financial, organizational and social indicators, but also, being in a single management system, should be equally focused on achieving the main goal – obtaining the greatest result in the form of hotel and related services with rational use of labor, material, technical and financial resources.

Key words: hospitality industry, hotel and restaurant business, development, strategy, management, services.

1. Introduction

In the conditions of modern socio-economic problems, their solution creates a need for coordination of hotel activities, support and promotion of the development of the hotel and restaurant sector, creation of favorable conditions for further development. In order to identify the priority direction of hotel activity, which is implemented through the processes of management and economic justification, technological support and qualification formation, education of professional personnel, it is necessary to analyze the situation in the hotel market and identify the conditions for the further strategic development of one of the sectors of tourism – the hotel industry.

The role of the hotel complex is to promote the development of the country's economy, which is connected with the implementation of external and internal joint activities of hotel enterprises. Modern hotel management should contribute to solving a number of operational tasks and at the same time formulate the necessary strategic programs aimed at changes in the hotel complex in the direction of increasing competitiveness *(Bayet A., et al., 2020)*. The above-mentioned circumstances determine the necessity and relevance of research.

2. Review of literature

Socio-economic problems of strategic management of organizations are the subject of consideration by researchers from different countries of the world. But the application of foreign methods and approaches of strategic management to modern Ukrainian conditions is justified only under the condition of their deep adaptation to the specifics of state regulation, including when developing a hotel complex development strategy.

The development of the hotel industry in domestic and foreign literature is reduced to a general analysis of known methods and problems, while there are no recommendations and issues of their practical implementation.

A significant contribution to the development of the conceptual apparatus, methods and approaches of strategic management was made by foreign scientists: I. Ansoff, K. Bowman, X. Wissema, P. Doyle, B. Karloff and others.

It should be noted that strategic management for modern Ukraine is a fundamentally new type of professional activity and, accordingly, a new object of study. The insufficiency of methodological developments in the field of strategic management in relation to the hotel industry as a whole is noted. Most managers of hotel enterprises do not have a clear idea of the essence of strategic management, its methods and approaches, and underestimate its role.

In the Soviet period, the formation of hotel complexes was carried out from a single center, the directions of development of which were determined by national tasks. Denationalization and privatization ensured the independence of economic objects, which required new approaches to determining the development prospects of both individual organizations and entire complexes *(Caudron, S., 2018)*.

Currently, the formation of a hotel complex is in the initial stage, and the theoretical aspects of strategic development are not a coherent system that allows for the formation of models of effective hotel complexes.

The specificity of the hotel business is manifested in the fact that individual hotel businesses cannot develop dynamically outside the system. At the very least, the formation of a hotel complex should ensure the realization of the synergistic effect of the system as a manifestation of the property of systems. However, existing problems hold back the formation of the hotel industry. Therefore, it is necessary to develop a model for the development of the hotel industry, which ensures the dynamic and balanced formation of the hotel complex system (and, as a result, the economy in general), which is based on strategic approaches to the formation of systems of business entities *(Hastings C., et al., 2018)*.

The criteria for the effectiveness of the development of the content of the model of strategic development of the hotel complex should be the priorities between the directions of development, and the functioning of the model should be the rational use of available resources and ensuring the leading positions of the hotel complex in the hotel services market of the country.

The effectiveness of the activities of hotel enterprises as independent business entities in the conditions of the market of hotel and sanatorium-resort services, the strengthening of competition depends to a significant extent not only on the managerial influences of a current, medium-term, and long-term nature on the object of management (hotel), but also on strategic management the development of hotels, which is implemented with the help of adopted functional strategies of economic, marketing, structural and organizational, social, innovative, interregional and international orientation, acting as a set of measures taken within the framework of their functions to ensure the target orientation of the management object to achieve the necessary results, a high level of resource types in a strategic period of time *(Heskett J.L., 2020)*.

The management strategy of hotel enterprises is designed to ensure economic growth in the conditions of uncertainty of socio-economic development of the hotel industry, significant innovative changes, expand the horizons of prediction and thus create the possibility of a timely reaction of the hotel industry enterprise to those changes that occur in the external environment.

Therefore, the rational functioning of the unified management system of hotel enterprises, which combines interacting elements of current, perspective and strategic management to achieve the set goal – ensuring the dynamics of growth in the volume of hotel and related services, the level of competitiveness, is one of the main conditions for the scientific validity of the creation of such a mechanism and system strategic management of the development of hotel enterprises, which could realistically overcome the currently formed negative trends in the activity of hotels as independent business entities, achieve the planned strategic guidelines of economic and social performance, and occupy priority positions on the market with a specific hotel complex in a prospective and strategic period of time hotel services *(Heskett J.L., et al., 2021)*.

3. The strategy of building the organizational structure of the hotel business at the management level

Hotel business is a rather specific branch of entrepreneurial activity, where there are characteristic features of building and effective management of a hotel enterprise. As a basis for the analysis, it is advisable to use a typical three-level structural scheme of hotel management:

1. higher management body: hotel owner, general director (institutional level);

2. middle management: heads of services, departments and other structural divisions (organizational level);

3. lower management: hotel staff (executive level).

Peculiarities of the hotel business at the institutional level

Strategy. In the market economy, the hotel business is present in two organizational forms: in the form of independent hotels and hotel network structures (chains), as well as in four forms of ownership: a private enterprise, a joint-stock company, a joint venture, and a unitary one *(Gould-Williams J., 2021)*.

Historically, independent hotels as the only form of hospitality enterprise existed until the 30s of the last century, when the first ideas of horizontal integration of the hotel business arose. The real appearance of hotel chains, which became a serious competition for the independent hotel business, began two decades later, and in the 70s of the last century, among professionals, it was even believed that the time of independent hotels was numbered, but this is far from the case. The main reason for the existence of independent hotels on the market is their clientele, which in most cases is completely different from that of hotels of a similar class that are part of hotel chains. The differences between independent and chain hotels can be summarized as follows.

Hotels that are part of hotel chains are objectively inclined to implement the strategy of product standardization. As a result, the hotel product acquires an averaged character, which corresponds to the strategic interests of the chain, but not of an individual hotel, which serves according to a specific local market. Being in network structures, hotels strive to use all the advantages that the chain gives: unified brand, management, strategy, etc. *(Mintzberg H., 2020)*.

At the same time, independent hotels have much greater opportunities for differentiation, and uniqueness becomes the main tool in the implementation of market policy. In this way, an independent hotel provides itself with a narrow but stable market niche.

Features of management. For a number of reasons, managing an independent hotel is more difficult than a chain hotel. First, network structures have significantly more financial opportunities; secondly, management is simplified due to standardization of output products, service, management policy, transfer of part of management functions to the main company, savings on procurement, simplification of control over the quality of services.

Horizontal integration of the hotel business is an objective process, and hotel chains have become the main organizational form of hotel management *(Tuckman V., et al., 2020)*.

The integration of the hotel business and the growth of hotel chains takes place against the background of fierce competition, and the main tools that ensure their intensive growth are franchising and management contracts. The growth of the hotel chain is quite flexible, for example, due to mergers and acquisitions, but well-known brands do not disappear from the market, but continue to "work", bringing their dividends.

Unfortunately, currently there are no national hotel chains on the Ukrainian market of hotel services and there are no favorable conditions for their creation yet: many hotels are under different forms of ownership and have different forms of management. If we talk about the market of hotel services in general, then for its further development, changes of an institutional nature are necessary, since the need to create several national hotel chains operating throughout the country has already arrived. The main problem of such changes is a rather delicate issue of property relations.

Due to the fact that the hotel business by definition has a high investment component, one or another form of ownership plays a significant role in accessing the financial resources necessary for both the construction of new hotels and the reconstruction of existing ones. As a result of this situation, during the period of time that has passed since privatization, the dynamics of the development of the hotel business had a significant spread. Practically, the third and fourth places are shared by private hotels owned by one owner and public sector hotels. Thus,

the form of ownership, as well as other factors, significantly determines the positioning of the hotel in the market of hotel services, and also affects the economic indicators of the business: occupancy of the hotel, rate of profit, etc.

Features of the hotel business at the organizational level

In the practice of the hotel business, the organizational structure of the hotel as an enterprise can be built according to several main options, despite the fact that the customer service cycle remains unchanged.

The first widespread option for building an enterprise in the field of hotel business is a functional structure that is well aligned with the hotel service cycle. Its basis is the functional grouping of operations. A minimum set of hotel functions: reservation, service, reception and settlement, operation of the room fund, security. The main difference between the hotel functional structure and the classical one is the two-way orientation. Some of the functions are client-oriented, others are only for management.

The possibilities of functional structures in the hotel business are limited. As a rule, the shortcomings of the functional structure begin to manifest themselves in hotels with a significant number of rooms: the complexity of maintaining the necessary interaction between departments increases, their excessive orientation towards solving their own tasks is manifested, the quality of service decreases, the centralization of management decision-making increases, the reaction to changes in the situation decreases, etc.

In addition to functional, divisional and even matrix structures are used in hotel business enterprises, despite the fact that, for example, the latter is more characteristic of innovative firms and project organizations. Currently, the concept of building an organizational structure based on the creation of profit centers is becoming the most widespread in the hotel business.

If we turn to the structure of the executive committee of a large hotel, it follows that the hotel business has interconnected and technologically separated spheres of operations. In the simplest case, this is room service and catering for residents, where the differences in service are particularly strong. In reality, there may be much more differences in centers that generate independent financial flows. Their number will be determined by the concept of the hotel – the hotel product may contain medical and recreational, recreational, excursion and other components; independent financial flows can also be generated by centers providing additional services, the list of which is especially large in high-class hotels.

In the hotel business, the concept of independent profit centers does not find its final expression in the form of a "structure based on business units", according to which multidisciplinary companies of the industrial complex are built. In a customer-focused hotel, the creation of financially separate profit centers does not mean weakening their current centralized operational management, which is necessary to achieve close interaction between functional units.

For our country with its hotel fund, most of which was built in the Soviet period, the concept of the organizational structure of the hotel based on profit centers is quite promising, since the demand for the "generic" component of the hotel product – accommodation depends on the location of the hotel, almost regardless of class.

In connection with this nature of demand distribution for a significant part of hotels with "unsuccessful" location, the question of effective use of space arises. There are two options: renting out idle spaces, as is currently practiced by many hotels, or diversifying the hotel product by creating a multifunctional complex on the basis of the hotel. Multifunctionality, which allows to fundamentally change the hotel's revenue structure, requires appropriate organizational solutions, and here the organizational structure based on profit centers becomes adequate for the business profile.

Features of the hotel business at the executive level

An equally important role in the creation of a quality hotel product is played by the staff. In other words, the human factor in the hospitality industry plays a leading role, being an important strategic resource of the enterprise. Market experience shows that from 75 to 90% of cases of dissatisfaction with the work of the hotel arise at the level of direct interaction of the staff with the client. In this regard, the hotel business should be built as a client-oriented organization, the primary tasks of which are the motivation and training of personnel, as well as the formation of an organizational culture favorable for teamwork. The main determinants of the organization of hotel work: orientation to the guest, leadership of the manager, involvement of employees and synthesis of system and process approaches to management.

4. Conclusions

Consumer qualities of hotel services include the following characteristics: reasonableness (compliance with the purpose of travel and accommodation), reliability (compliance with advertising and information disseminated), efficiency (maximum quality for moderate money), integrity (completeness), adaptability (possibility of changing individual components of the service under needs, which may also change).

The hotel business is one of the key elements of modern entrepreneurship, especially significant in the context of expanding the territorial framework of business, political, and scientific communications; development of sports and tourism, as well as improving the quality of life of the population. The hotel business, both in domestic and international practice, is a promising and rapidly evolving field of entrepreneurial activity, which concentrates a significant potential for development both at the local and international level, capable of bringing stable income.

The analysis of foreign experience in the hotel business made it possible to identify positive and negative trends and, accordingly, to form the key areas of development of the Ukrainian hotel business:

– lobbying for the allocation of subsidiary funds for the promotion of new (mainly innovative elements) means of the accommodation industry;

– formation of regional hotel development programs;

– placement in mass media of advertising about the territory as favorable for tourism;

– development of tourist infrastructure and, first of all, its transport component;

– formation of a flexible system of incentives (including tax benefits) for the development of the hotel business;

– formation of a state order for the training of personnel to work in hotels in modern conditions.

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PHILOSOPHICAL PERSPECTIVES OF SECULAR PROGRAMS OF COMPASSION TRAINING

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Summary

The article discusses key meditation-based programs aimed at nurturing and training the ability to empathize. Historically, these programs have been drawn to Buddhist teachings and traditional meditation practices, but in the process of adapting to global world and a secular context, they separate themselves from religion.

In the process of research, I try to demonstrate the importance of these methods for philosophy, ethics and education, since the cultivation of compassion helps to better and more deeply understand the nature of a person, motivation and improve social interaction. Important for the modern world can be not only the therapeutic effect of the mentioned methods, but also their application in the field of philosophy. Although the vectors of Buddhism as religion and humanistic ethics may differ, they seek to improve the quality of human life, develop compassion, respect, trust to the world, and complement each other in conditions of environmental, social, and psychological crisis.

For Ukraine, methods of compassion training are very important in the context of war and post-war healing of society. Education in general, and philosophical education in particular, will need a wide range of tools for healing collective trauma, returning to oneself, finding the home of being.

Key words: philosophy, compassion training, meditation, Buddhism, ethical enhancement.

1. Introduction

The dialogue between the West and the East, and particularly, between Western science and Buddhist teachings, created conditions for the appearance of various interesting and useful phenomena. One of the powerful directions of productive interaction is Buddhist meditation and its secular forms. It is no coincidence that the pilot studies on the application of Buddhist meditation were precisely in psychology and psychotherapy, because it has in its core the issue of practical healing of a person is most acute. Over time, Buddhist meditation in the form of secular programs gradually entered a wider range of fields: medicine, philosophy, neuroscience, education, etc.

In general, the history of secular or worldly methods of meditation begins in the late 80s of the XX century. since the emergence of John Kabat-Zinn's Mindfulness-Based Stress Reduction program. He combined psychotherapy, elements of yoga, Buddhist meditation to support people in difficult conditions, to adapt to pain and strengthen stress resistance. Over time, the number of techniques has increased, and in the last decade several key programs have emerged, whose teachers offer different approaches to human healing by cultivating the ability of compassion to other people and living beings. Among the researchers of this topic, it is

important to acknowledge Bhikku Analayo *(Analayo, 2015)*, Anne Gleig *(Gleig, 2019)*, James Kirby *(Kirby, 2017)*, Jennifer Mascaro *(Mascaro, 2022)*, David McMahan *(McMahan, 2017)*, Emma Seppälä *(Seppälä et al., 2017)*, Edo Shonin *(Shonin et al., 2015)*, etc. Also, in the article, I researched works of meditation teachers who are key figures in the history of the development, adaptation and improvement of contemplative practices according to the demands of the era: Mathieu Ricard *(Ricard, 2015)*, Tara Brach *(Brach, 2020)*, Pema Chödrön *(Chödrön, 2017)*, Bhante Gunaratana *(Gunaratana, 2017)*, Sharon Salzberg *(Salzberg, 2002)*, etc. Although their approaches occupy different positions on the secular-religious spectrum, it is their authority that adds dynamics in this area. The final block of sources is the works of the founders of secular meditation programs, where they manifest their own ideas, approaches, methods and application results (John Makransky, Paul Condon *(Condon & Makransky, 2020)*, Ralph DiClemente, Lobsang Negi *(Ash et al., 2021)*, Anam Thubten *(Thubten, 2019)*, etc.

2. Buddhist roots of secular meditation trainings

Meeting of the Western audience with Buddhist meditation was uneven. At first, the discoveries related to the two major Buddhist schools of Theravada and Mahayana (here we are talking primarily about the Japanese schools of Zen). In the process of colonization of Southeast Asia, there were complex processes of rediscovery of Buddhism, as well as modernization of its forms, which became not only an opportunity to revive the meditative tradition, but also a source of national identity for the people of Sri Lanka, Myanmar, Thailand, Laos, Cambodia, etc. The Vipassana movement, which began in these countries and brought together prominent Buddhist thinkers, became the foundation for secular meditation techniques aimed at a wider audience. Among the most famous in the world from this movement is vipassana in the tradition of S.N. Goenka, the centers of which can be found in many countries of the world.

Subsequently, the Vipassana movement continued to the West through the Insight Meditation Society and its founders J. Kornfield, J. Goldstein, S. Salzberg. Between the secular and religious poles, the teachers of this community are placed in intermediate position, as they do not reject the connection with Buddhism, but at the same time demonstrate an interest in the well-being of people, in the combination of psychology, psychotherapy and meditation in the conditions of ordinary, non-religious lifestyle. All these ideas and changes in the attitude to meditation were reflected in the first appearance of the secular program of John Kabat-Zinn *(Kabat-Zinn, 2011)*, and later in various programs that used Buddhist practices of nurturing wholesome emotional states or the "Four Immeasurables" (pali. appamaññā) qualities of consciousness, the list of which is supplemented in modern psychology (loving-kindness, compassion, empathetic joy, equanimity, stress resistance, resilience, etc.). The common desire of Buddhist teachers and founders of secular programs is to provide access to the meditative heritage to people from different backgrounds, with different views on life and religious identities.

Mind and Life Institute founded by F. Varela, Dalai Lama XIV and A. Engle, also exerts a powerful influence on the formation of secular meditation programs for the compassion training. Within this institute, regular conferences, seminars, and summer schools are organized, where participants from various fields of science, education, and healthcare exchange knowledge. It is no coincidence that the founders of three of the four programs I reviewed have ties to this institute or participated in various projects. This institute also complements and strengthens the voice of Buddhism in global world with the tradition of Vajrayana (or Tantric Buddhism).

It should be noted that in this article I am not focusing on all forms of meditation, but in particular on those related to emotional intelligence and ethical enhancement. In the Buddhist tradition, the practice of metta-bhavana (or Loving-Kindness Meditation) and the cultivation of certain states of mind are separately distinguished, which help a person to recognize and further develop useful qualities of the psyche to get rid of suffering. Mahayana and Vajrayana meditation practices are also related to this topic.

3. Review of compassion training programs

The topic of compassion in science is gradually gaining wider interest. The crisis in which modern global humanity finds itself prompts the search for different approaches and new ethical foundations. The study of compassion, its role in dialogue between cultures, establishing a balance between homo sapiens and the environment is a topic that worries many psychologists, philosophers, and religious thinkers. One of the significant contributions to the topic is the *The Oxford Handbook of Compassion Science* edited by E. Seppälä There we can find a "working" scientific definition of compassion: "1. Awareness of an antecedent (i.e., suffering or need in another individual); 2. Feeling "moved"; that is, having a subjective physical experience that often involves involuntary arousal of branches of the autonomic nervous system; 3. Appraisals of one's own bodily feeling, social role, and abilities within the context of the suffering; 4. Judgments about the person who is suffering and the situational context; and 5. Engagement of the neural systems that drive social affiliation and caregiving, and motivate helping" *(Seppälä et al., 2017: 27)*.

The same topic is in research interest of J. Mascaro, who tries to define compassion and, thanks to her awareness of the topic, demonstrates qualitative studies of the effects of compassion practices in various areas. She defines compassion as process that involves "1) an awareness of another's suffering, 2) a benevolent emotional response to this suffering, and 3) a desire or motivation to help relieve that suffering" *(Mascaro, 2022)*. In her own research, she also draws attention to the evidence base, methodological difficulties, and perspectives of scientific interest in compassion studies. For a deeper understanding, I refer the reader to these two sources, which are not only about meditation and compassion, but about a much wider range of fields, researchers and current topics.

There are important and significant works in the studies of compassion. In particular, the study of altruism and compassion by M. Ricard (2015) and Bhikku Analayo (2015), who present an interesting combination of scientific (Western) and Buddhist optics in their writings. J. Kirby (2017) demonstrates the effectiveness of compassionate interventions for psychology, and the team of authors E. Lang, P. Kasmar, L. Negi and others. give an example of the positive results of cultivating compassion in the treatment of veterans with PTSD *(Lang et al., 2015)*. Compassion cultivation programs and their evidence base are systematically monitored. For example, A Systematic Review by E. Shonin, W. Van Gordon, A. Compare, and others *(Shonin et al., 2015)*.

Next, I will briefly review the main compassion-training programs that currently exist and have a presentation in scientific research.

The first program that integrated Buddhist meditation with modern psychotherapy is Paul Gilbert's Compassion-focused therapy, founded in 2000. The purpose of this program is to supplement cognitive-behavioral therapy with an emphasis on human emotions and feelings. In particular, it is about psychological work with self-criticism and feelings of shame.

The methodology of P. Gilbert belongs to the most secular, that is, separated from religious ideas and traditions, although the author recognizes Buddhism as one of the sources of his own inspiration *(Kolts et al., 2016).* Returning a feeling of self-respect, dignity, and skill of selfcare in a world of anxiety and stress are the key tasks of this program.

The Cognitively-Based Compassion Training program was developed and first implemented at Emory University (USA) by Lobsang Negi *(Ash et al., 2021)* in 2004. The methodology is based on modern scientific knowledge about the human psyche and on the traditional Buddhist Lojong tradition. This is an attempt to combine Buddhism and science to help people who need healing, additional tools for self-care and helping others. It is about a paradigm shift in thinking and worldview. The foundation of the program is meditation practices that stabilize attention and nurture positive, favorable qualities. In total, the program contains 8 modules, each of which deepens the personal experience of the participation and provides a theoretical basis for a better understanding of the changes that occur in the learning process. The program was applied to training healthy adults, medical professionals, schoolchildren and teachers, cancer patients, war veterans, etc.

The Compassion Cultivation Training program was founded in 2007 at Stanford University (USA) by Thupten Jinpa and his team *(Goldin, & Jazaieri, 2017).* The methodology is based on similar practices as CBCT: Buddhist traditional practices and scientific research. It was used in the field of education (for teachers and students), in work with war veterans, for the training of medical workers, etc. The structure of training in the program includes "6 steps": 1) focusing and calming the mind; 2) cultivation of compassion for loved ones; 3) cultivating self-compassion; 4) expansion of compassion for other people; 5) cultivation of compassion for all living beings; 6) practice tonglen (compassion in action). For both mentioned programs, analysis, analytical meditation on the results of the application of compassion, the consequences of its application, responsibility for the future is important.

The "Sustainable Compassion Training" program was founded in 2007 by J. Makranskyi and P. Condon. Their approach is an adaptation of practices from three Buddhist schools: Kagyu, Nyingma, and Gelug. The goal of the program is to help people develop unconditional, inclusive and sustainable care for themselves and others. Also, SCT seeks to restore important contextual factors of meditation that meet the diverse needs of lay and religious people, regardless of confession *(Condon & Makransky, 2020)*: 1). Initially, the program was used in three environments: 1) to train health care workers; 2) Buddhists who seek alternative, non-confessional approaches to the nature of consciousness; 3) among a wide audience of lay people, adherents of various religions and spiritual traditions. In the process of learning, participants are offered the development of receptivity (susceptibility) to self-care, deepening of experience and inclusiveness, that is, the ability to extend compassion to other living beings.

There are already several compassion-training programs, which have a different position between the secular and religious poles. To a large extent, it was Buddhism and Buddhist forms of meditation that influenced the founders of the programs. In scientific studies of programs and their application, different results can be seen. For example, the review article by E. Shonin and his team mentions the positive impact of methods based on the cultivation of compassion in the following positions. Their study of compassion interventions "demonstrated a broad range of psychopathology-related salutary outcomes that include improvements in the following (for example): (i) schizophrenia symptomatology; (ii) positive and negative affect; (iii) depression, anxiety, and stress; (iv) anger regulation; (v) personal resources; (vi) the accuracy and encoding of social-relevant stimuli" *(Shonin et al., 2015: 1161)*. Although the training methods are

based on Buddhist meditation practices, this does not prevent them from performing important therapeutic functions in various environments. I hope that further studies of these programs and similar ones will give even more optimism about the prospects of application.

4. Philosophical prospects

In the considered compassion-training programs a psychological emphasis is noticeable. It is mainly about practical application in those spheres of human activity where we need additional resources, tools for stabilization and helping others. However, in my opinion, these programs and methods can be applied in philosophy and its disciplines.

For example, in the "Ethics" and "Applied Ethics" courses, we can supplement the topics of ecology, sustainable development, and human values with a personal experience of compassion. Practices can become a kind of laboratory of mind and values, where students and teachers participate in a deeper study of the nature of compassion, empathy, interaction between people and other living beings. Joint research on the topics of xenophobia, racism, ostracism, bullying, mobbing can also be integrated with compassion as a fundamental component of human emotional intelligence, and ethical enhancement. Courses such as "Philosophy of Law" receive additional means to demonstrate the human-centeredness of the legal system.

In the courses dedicated to philosophy of mind, mind/body problem or phenomenology we can try to study the affective, sensory and emotional component of the human mind. We, as embodied beings, experience the world emotionally, which is also an opportunity to understand the inseparable connection with other embodied beings with brain, and cognitive abilities. In the context of the theory of embodied cognition, the emotional nature of a person affects cognitive abilities, worldview, and the ability to distinguish defilement from truth.

It is important that meditation practices that cultivate compassion can become a necessary response to the challenges of our time: ecological, psychological, social crisis. Philosophical reflection supplemented by practices of compassion training could create an environment for a deeper understanding of the foundations of being, rootedness, embodiment and inter-subjectivity. If we can really improve emotional education, a better understanding of the nature of values and weave it into global history, then the prospects of philosophical approaches also acquire more qualitative, applied characteristics.

Compassion meditation practices also add a participative touch to philosophical intellectual education, the possibility of deeper immersion in the nature of human being, its mental universe. Building an educational community based on compassion training, we can also rethink the principles of interaction, leadership, possibilities of healthy, creative atmosphere.

5. Conclusions

Buddhist meditation has come a long way from a religious to a secular context. Practices that used to be used to end suffering nowadays perform a psychological, therapeutic function outside the boundaries of Buddhist teachings. In the article, I reviewed several major programs that use compassion meditation to support people in a variety of settings and professions.

In my opinion, the practices of cultivating compassion can be especially useful for philosophy education, where students and teachers are given additional tools for the inner exploration of consciousness, emotional nature, and their connection to the cultural world that we

create together. Meditation can become an opportunity for changes in thinking, a deeper understanding of human nature and the inseparable unity of a person with the world in general. This will contribute to the formation of environmental awareness.

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FRESHMAN SYNDROME IN MEDICAL UNIVERSITIES: ADAPTATION AND PSYCHOLOGY

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Summary

The article aims to explore the essence of the freshman syndrome in medical universities, to consider the psychological aspects influencing it, and to propose practical approaches to overcoming this phenomenon. The freshman syndrome in medical universities arises from a combination of factors, such as unusual workload, knowledge and skill requirements, a new social environment, and separation from home. This syndrome can cause stress, anxiety, information overload, and fatigue.

Students starting their journey in medical universities face a high level of academic demands and a large volume of material they need to master. This situation often leads to stress and anxiety as students need to adapt to a new pace of learning and choose effective learning methods.

Additionally, the new social environment at the university can evoke feelings of isolation and loneliness, especially among those who are distant from family and old friends. This can lead to anxiety and the emergence of the syndrome of social adaptation.

Therefore, the freshman syndrome in medical universities can be a complex challenge for students and requires support and adaptation strategies to overcome these problems.

The article discusses the psychological aspects of the freshman syndrome and the impact of stress on students of medical universities. It explores how students perceive this syndrome, how to cope with stress, and what practical approaches can help facilitate adaptation.

Key words: the freshman syndrome, adaptation, medical university, stress, anxiety, learning, information overload, social adaptation.

Introduction

The transition of students from secondary education to higher education institutions is accompanied by unique challenges and stressors that can significantly impact their academic achievements and psychological well-being. Recognizing and addressing the freshman syndrome is extremely important, as its impact on students' mental health and academic success can be significant. Understanding the psychological aspects of this syndrome and developing effective strategies for managing stress and supporting adaptation are crucial for ensuring positive and successful learning experiences for students in medical universities. Therefore, the problem statement is focused on the need to investigate the freshman syndrome in medical universities, identify its psychological factors, and develop practical solutions to support students' mental health and help them succeed in this demanding learning environment.

2. Identification of previously unresolved parts of the general problem

In the process of studying the general problem of the freshman syndrome in medical universities, some previously unresolved aspects have been identified that require further research and attention. Among these unresolved parts of the general problem, the following can be highlighted:

Impact of the freshman syndrome on academic achievements: Although it is known that stress and anxiety can affect learning, research directly determining the impact of this syndrome on students' academic results is limited. Additional research is needed to establish this connection.

Psychological adaptation strategies: There may be effective psychological methods and strategies to support students in adapting to university life that have not been researched yet. It is important to investigate which specific methods can be helpful in overcoming stress and anxiety in freshmen.

3. The Revolution in the development of information technologies

The freshman syndrome in medical universities is a common and important aspect of students' adaptation to a new stage of their education. This syndrome encompasses a range of factors that can affect the psychological state and learning of freshmen. Studying its essence, identifying psychological aspects, and proposing practical approaches to overcome this phenomenon are crucial for improving the learning process and students' adaptation. *(Androsovych, 2018)*

First, it is necessary to define what the freshman syndrome is. It is a set of emotional, psychological, and social challenges that students face at the beginning of their university education. In medical universities, where learning requires significant efforts, this syndrome can be particularly intense. *(Yakubovska, 2013)*

Among the psychological aspects that influence the freshman syndrome are stress, anxiety, and emotional experiences. Students, starting their path in a medical university, face an extremely high academic workload and a large volume of material they need to master. This can cause stress and anxiety, as students need to adapt to a new pace of learning and choose effective learning methods.

Additionally, the new social environment of the university can evoke feelings of isolation and loneliness, especially among those who are distant from family and old friends. This can lead to anxiety and the emergence of the social adaptation syndrome. All these aspects can significantly affect students' learning and overall psychological state. *(Dikhtievskyi, 2015)*

In order to overcome the freshman syndrome and facilitate students' adaptation, practical approaches are proposed. It is important to create a supportive learning environment where students can receive support from faculty and the community. Conducting orientation events and providing psychological support can also be beneficial.

In conclusion, researching the essence of the freshman syndrome in medical universities and identifying its psychological aspects are important for improving students' adaptation and ensuring their psychological comfort during their studies. Providing practical recommendations and support can contribute to a successful first year at the university and students' subsequent academic careers.

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Additionally, the new social environment of the university can evoke feelings of isolation and loneliness, especially among those who are distant from family and old friends. This can lead to anxiety and the emergence of the social adaptation syndrome. All these aspects can significantly affect students' learning and overall psychological state. *(Lytvynova, 2004)*

To address the freshman syndrome and enhance students' adaptation, practical approaches are proposed. It is important to create a supportive learning environment where students can receive support from faculty and the community. Conducting introductory orientation events and providing psychological support can also be beneficial.

4. The adaptation of students

The adaptation of students in medical universities can be an important aspect of their education and future professional career. Considering the high level of demands and stress students face in these institutions, it is crucial to provide them with support and promote psychological comfort. Here are several recommendations that can facilitate students' adaptation and ensure their psychological well-being in this challenging medical learning environment. *(Kozhina, 2022)*

1. Organization of Psychological Support Services: Universities should establish comprehensive psychological support services to address the mental health needs of their students. This initiative should be a key component of their overall student wellness strategy. These services should be designed to provide easy access to psychological counseling and support for students experiencing stress, anxiety, and other psychological issues. A team of qualified psychologists should be available to assist students in developing coping strategies, managing their mental health, and navigating the challenges they may face during their academic journey. The university should also prioritize destigmatizing mental health issues and actively promote the use of these support services among students. Providing comprehensive psychological support services ensures that students have the necessary resources to thrive academically, emotionally, and socially.

2. Group Support and Communication: Establishing group support and communication sessions can be an effective way to enhance psychological comfort among students in a university setting, especially when dealing with academic stress and other challenges. Group sessions provide a safe and confidential environment where students can share their concerns, experiences, and emotions without fear of judgment. Group members can offer empathy, validation, and support to one another, creating a sense of community and belonging. Students may find

comfort in realizing that others are facing similar challenges, which can reduce feelings of isolation and alienation. Group discussions can provide an opportunity for students to learn and share effective coping strategies for managing stress and anxiety. Openly discussing mental health and emotional well-being in a group setting helps to break down the stigma associated with seeking help and encourages students to prioritize their mental health. Group members can offer practical advice based on their own experiences, which can be invaluable in navigating academic and personal challenges. By sharing their own stories of overcoming adversity, students can learn from one another and build resilience in the face of future challenges. Participating in group sessions can help students develop a sense of connection and belonging, which is essential for psychological well-being. Talking about emotions and struggles in a group setting can help normalize these experiences and reduce feelings of shame or inadequacy. Group sessions provide an opportunity for students to practice active listening, empathy, and effective communication, which are valuable skills in both personal and professional contexts. *(Androsovych, 2018)*

3. Support from Researchers and Professors: Support from researchers and professors is a crucial aspect of a student's educational journey. Here's an expanded explanation of how professors and researchers can contribute to students' well-being: Professors and researchers can provide mentorship to students, offering guidance and advice on academic and career matters. A supportive mentor can be a valuable resource for students, helping them navigate the challenges of their field and providing insights based on their own experiences. Professors and researchers can encourage students to pursue their interests and explore new opportunities. By fostering a supportive and encouraging environment, they can help students build confidence in their abilities and pursue their goals. Professors and researchers often have access to a wide range of resources, including research opportunities, internships, and academic conferences. They can help students access these resources and provide guidance on how to make the most of them. Professors and researchers often have extensive professional networks. By connecting students with professionals in their field, they can help students build valuable connections that can be beneficial for their academic and professional development. Professors and researchers can provide constructive feedback on students' work, helping them improve their skills and knowledge. They can also offer guidance on how to approach research projects, navigate academic challenges, and develop critical thinking skills. Professors and researchers can advocate for students' interests and needs within the academic institution. They can help students navigate administrative processes, address concerns, and access support services. Professors and researchers can serve as positive role models for students, demonstrating professionalism, dedication, and a passion for their field. By setting a good example, they can inspire students to excel in their studies and pursue their academic and professional goals.

4. Promoting a Healthy Lifestyle: Promoting a healthy lifestyle among students is essential for their overall well-being and psychological comfort. Here's an expanded explanation of how universities can support students' physical health: Universities should provide students with access to sports facilities, such as gyms, swimming pools, and sports fields, where they can engage in physical activities. Regular exercise can help students manage stress, improve their mood, and boost their overall health. Offering fitness classes, such as yoga, aerobics, and dance, can provide students with structured physical activities and opportunities to socialize with others who share their interests. *(Kozhina, 2022)*

These classes can also help students learn new skills and develop healthy habits. Encouraging students to walk, bike, or use public transportation can help them incorporate physical activity into their daily routines. Providing bike racks and pedestrian-friendly paths can make it

easier for students to choose active transportation options. Universities should promote healthy eating habits by offering a variety of nutritious food options in campus dining facilities, vending machines, and student organizations. Providing nutrition education and cooking classes can also help students make informed food choices. Encouraging students to prioritize sleep is crucial for their physical and mental well-being. Universities can promote good sleep hygiene by providing comfortable and quiet sleeping accommodations, offering relaxation techniques, and educating students about the importance of sleep. Regular physical activity and healthy eating habits can have positive effects on mental health, such as reducing symptoms of depression and anxiety. By promoting a healthy lifestyle, universities can contribute to students' overall psychological comfort and well-being.

5. Coping with Academic Stress: Universities can offer tutoring services, study groups, or one-on-one consultations with teaching assistants or professors. These resources can help students better understand challenging material, improve their study skills, and feel more confident in their academic abilities. Providing workshops or seminars on effective learning strategies, such as time management, note-taking, and exam preparation techniques, can help students optimize their study habits and reduce feelings of overwhelm. Universities can encourage professors to be mindful of students' workload by staggering assignments and exams, providing clear guidelines and expectations, and offering flexibility when possible. This can help students manage their time more effectively and reduce stress associated with competing deadlines. In addition to academic support, universities should provide access to mental health services, such as counseling or therapy, for students experiencing academic stress.

Addressing mental health concerns can significantly impact a student's ability to cope with academic challenges. Creating opportunities for peer support, such as study groups or mentoring programs, can help students feel less isolated and more supported in their academic journey. Peers can offer practical advice, share resources, and provide emotional support during stressful times. Universities should promote open communication between students and faculty. Encouraging students to express their concerns and providing mechanisms for feedback can help universities better understand and address students' needs. Encouraging students to prioritize self-care, engage in extracurricular activities, and maintain a balanced lifestyle can help them manage academic stress more effectively. Encouraging students to take breaks, practice mindfulness, and engage in hobbies can help reduce feelings of burnout and fatigue.

6. Mentorship Support: Mentorship is a valuable resource in academic settings, especially for new students navigating the challenges of university life. Here's an expanded explanation of how mentorship can support freshmen: Mentors can offer guidance and advice on various aspects of university life, such as selecting courses, managing academic workload, and balancing extracurricular activities. They can also provide insights into the academic and research opportunities available within their field of study. Mentors can help freshmen navigate the university's resources, such as libraries, research facilities, and academic support services. They can also introduce them to faculty members and professionals in their field. Mentors can support freshmen in their personal and professional development by helping them set goals, develop study habits, and build their professional network. Mentors can help freshmen integrate into the university community by introducing them to other students, clubs, and organizations. They can also offer advice on how to navigate social situations and build lasting friendships. Mentors can serve as positive role models for freshmen, demonstrating professionalism, dedication, and a passion for their field. By setting a good example, they can inspire freshmen to excel in their studies and pursue their academic and professional goals.

7. Self-observation and Psychological Development: Incorporating tools for self-observation and psychological resilience development into the curriculum can be highly beneficial for students' emotional well-being and overall personal growth. Here's how such tools can be integrated: Teach students various self-observation techniques, such as mindfulness meditation, journaling, or self-reflection exercises. These tools can help students become more aware of their thoughts, emotions, and behaviors, allowing them to identify patterns and areas for personal growth. Incorporate modules on emotional intelligence into the curriculum, focusing on skills such as self-awareness, self-regulation, empathy, and social skills. These skills are essential for managing emotions, building resilience, and maintaining healthy relationships. Introduce students to stress management strategies, such as relaxation techniques, time management skills, and healthy coping mechanisms. These tools can help students navigate academic and personal challenges more effectively. Encourage students to adopt a growth mindset, emphasizing the importance of effort, perseverance, and learning from setbacks. This mindset can foster resilience and a positive attitude toward personal development. Offer psychoeducational workshops on topics such as stress management, emotional regulation, assertive communication, and conflict resolution. These workshops can provide students with practical skills and strategies for managing their emotions and relationships. Facilitate peer support groups where students can come together to discuss their experiences, share coping strategies, and provide emotional support to one another. These groups can create a sense of community and belonging, which is important for emotional well-being. Encourage students to regularly reflect on their experiences and seek feedback from peers and instructors. This feedback can help students gain insights into their strengths and areas for improvement, fostering personal growth and self-awareness.

5. Suggestions to students of how to cope with freshman syndrome

Freshman syndrome, also known as "freshman adjustment syndrome," refers to the psychological stress and emotional challenges faced by first-year students as they transition into college or university. Here are some suggestions for students on how to cope with freshman syndrome, particularly in medical universities:

1. Set Realistic Expectations: Understand that it's normal to feel overwhelmed or anxious when starting a new chapter in your life. Be realistic about the challenges you may face and don't expect everything to be perfect from the start.

2. Seek Support: Don't be afraid to seek help from friends, family, or university resources. Many medical universities have counseling services or peer support programs specifically designed to help students manage stress and adjust to university life.

3. Prioritize Self-Care: Make time for self-care activities such as exercise, hobbies, and relaxation. Taking care of your physical and emotional well-being is crucial for managing stress.

4. Establish a Routine: Try to establish a regular routine for studying, sleeping, and socializing. Having a predictable schedule can help reduce feelings of anxiety and uncertainty.

5. Set Goals: Set realistic goals for yourself, both academically and personally. Break larger goals into smaller, manageable tasks and celebrate your achievements along the way.

6. Stay Organized: Keep track of assignments, deadlines, and important dates using a planner or digital calendar. Staying organized can help reduce stress and ensure you're meeting your academic obligations.

7. Stay Connected: Stay connected with your peers and instructors. Join study groups, participate in class discussions, and reach out to classmates for support.

8. Practice Mindfulness: Practice mindfulness techniques such as deep breathing, meditation, or yoga to help reduce stress and increase self-awareness.

9. Get Involved: Consider getting involved in extracurricular activities or clubs that interest you. This can help you meet new people, develop new skills, and build a sense of community.

10. Reach Out for Help: If you're struggling, don't hesitate to reach out for professional help. Your university likely has counseling services or mental health resources available to students.

Remember that it's normal to feel overwhelmed when starting university, especially in a demanding field like medicine. With time and support, you'll be able to adjust and thrive in your new environment.

6. Conclusions

The article explores the essence of the freshman syndrome in medical universities, identifies the psychological aspects affecting it, and suggests practical approaches to overcoming this phenomenon. The freshman syndrome is a common phenomenon that accompanies new students in their first year of study at medical universities. This phenomenon can cause stress, anxiety, information overload, and fatigue.

The proposed practical approaches to overcoming the freshman syndrome include organizing psychological support services, group support, supporting researchers and teachers, promoting a healthy lifestyle, coping with academic stress, mentor support, and self-observation and psychological development. It is important to understand and manage the freshman syndrome to improve student adaptation, increase their psychological comfort, and support successful learning in this important medical environment.

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SOCIAL AND PEDAGOGICAL ACTIVITY IN UKRAINE: CURRENT TRENDS IN THE CONTEXT OF WAR

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Summary

The article presents the results of a study on social and pedagogical activity in Ukraine in the context of the Russian-Ukrainian war, including current trends in the work of a social pedagogue in the educational sphere.

The emphasis is placed on the importance of social and pedagogical/social work in the context of the war, which has caused significant challenges in the humanitarian sphere. The importance of support from the international community is emphasized, particularly in the social sphere (providing shelter for Ukrainian refugees, supporting the education of Ukrainian children displaced to other regions and abroad, humanitarian aid at the beginning of the full-scale war, etc.).

The research methodology includes methods of theoretical and empirical analysis, including theoretical analysis of international guidelines for social and pedagogical/social work; empirical analysis of normative and instructional documents on the activities of a social pedagogue in the educational sphere, including in the context of the Russian-Ukrainian war; empirical (qualitative) analysis of essays by students of the specialty "social work" of the University "Ukraine" (Kyiv, Ukraine) on the topic "Social pedagogy: essence and importance in the context of the Russian-Ukrainian war"; generalization and systematization of research results. Due to the specifics of the research, we gave preference to the qualitative methodology.

The results of the study allowed us to generalize the current trends in social and pedagogical activity in the educational sphere. These include: creation of a psychologically comfortable educational environment for all participants in the educational process (pupils, teachers, parents); providing psychosocial support to students affected by the war (children from families of combatants, children from families of internally displaced persons, etc.); implementation of measures for social adaptation and rehabilitation; formation of a culture of safety and other competencies important in the context of war, etc.

Key words: social and pedagogical activity, social work with families, children and youth, Russian-Ukrainian war, international guidelines for social and pedagogical/social work, children affected by war, psychosocial support.

1. Introduction

The relevance of the topic is due to the need to respond to the challenges faced by Ukraine in the context of the Russian-Ukrainian war. Russia's military aggression against Ukraine has been going on for ten years, two of which have been a full-scale war. The challenges of wartime, caused by the Russian-Ukrainian war, primarily concern the humanitarian sphere, therefore requiring a response from specialists in the social and educational spheres. According to the Humanitarian Situation Report No. 24 *(UNICEF, 2022),* since the escalation of the war on February 24, 2022, 1,148 children have been killed or injured in Ukraine, and about 5.9 million people have become internally displaced. The education of about 5.7 million children has been interrupted, and 1.5 million children have faced mental health problems. Some children have traumatic experiences, feel anxious, and need social and psychological support. The data provided is already incomplete, as the war continues.

Social work and social pedagogy are developing in Ukraine, these two areas are interconnected, but they also have certain differences. The role of social educators and social workers who work with children and youth in solving the issues of psychosocial support, social and pedagogical support, providing necessary social services, etc., is significant. At the same time, the Ukrainian state and society have felt significant support from the international community, including international social organizations (International Federation of Social Workers (IFSW) and others) as a response to the full-scale war of Russia against Ukraine. The support of the European Union countries, the USA, Great Britain and other partners, is very valuable and very important for Ukraine's efforts to defend itself in the face of the relentless russian aggression. Support in the humanitarian sphere, including providing shelter for Ukrainian refugees, supporting the education of Ukrainian children displaced to other regions and abroad, humanitarian aid at the beginning of the full-scale war, etc., has contributed to the gradual solution of urgent humanitarian tasks. However, social and pedagogical support and assistance to Ukrainian children and youth remains relevant.

In the context of the research, the relevant works are those devoted to the conceptual and theoretical foundations of social pedagogy and social work in Ukraine (T. Aleksyeyenko, O. Bezpalko, I. Zvereva, I. Ivanova, T. Kunitsia, M. Lukashevich, V. Panok, Zh. Petrochko, T. Fedorchenko and others); research by foreign representatives of social pedagogy (A. Roesch-Marsh, S. Cooper, S. Kirkwood, J. Williams, S. Scott and others). In particular, the works of N. Bochkareva, E. Dubrovskaya, O. Zalevskaya and others (2014) are devoted to social and pedagogical and psychological work with children in the conflict and post-conflict period.

The research is based on the provisions of international documents *(Council of Europe Recommendation on children's rights and social services friendly to children and families (2011), European Commission, '2013/112/EU: Commission Recommendation of 20 February 2013 Investing in children: breaking the cycle of disadvantage' (2013) and others).* The content of the state social policy in this context is reflected in the main provisions of the Laws of Ukraine: "On Education" (2017), "On Social Work with Families, Children and Youth", "On Social Services", as well as the Regulation on the Psychological Service in the Education System of Ukraine (2018) and others.

The purpose of the research is to briefly present the results of the analysis of social and pedagogical activity in the context of the Russian-Ukrainian war, in particular, the current trends in the work of a social pedagogue in the educational sphere.

The research tasks: to characterize the current international guidelines for social and pedagogical/social work with families and children and current normative documents; to

analyze and briefly present the current trends in social and pedagogical activity in the educational sphere in the context of the Russian-Ukrainian war (taking into account the challenges of wartime and important problems); to summarize the results of the research.

The methodology of the research includes methods of theoretical and empirical analysis, including: theoretical analysis of international guidelines for social and pedagogical/social work; empirical analysis of normative and instructional documents on the activities of a social pedagogue in the educational sphere, including in the context of the Russian-Ukrainian war; empirical (qualitative) analysis of essays by students of the specialty "social work" of the University "Ukraine" (Kyiv, Ukraine) on the topic "Social Pedagogy: Essence and Importance in the Context of the Russian-Ukrainian War"; generalization and systematization of research results. Given the specifics of the research, we have chosen to focus on qualitative methodology.

The logic of the presentation of the researched material includes: actualization of social and pedagogical/social work with families and children in the context of wartime; highlighting modern international guidelines for social and pedagogical/social work with families and children; presentation of the results of empirical analysis of normative documents on social and pedagogical activity in the context of war in Ukraine; presentation of the materials of empirical (qualitative) analysis of essays by students of the specialty "social work" on the topic of social pedagogy in the context of war; generalization of the research results.

2. International Guidelines for Social and Pedagogical/Social Work

Social pedagogy in Ukraine is developing in the context of international approaches in the social sphere of work with families, children, and youth. International guidelines for social and pedagogical/social work with this category are summarized in the work "Social Work with Vulnerable Families and Children" *(Z. Kiyanytsya, Zh. Petrochko, 2017)* based on current international documents. In particular, the Council of Europe Recommendation on children's rights and social services friendly to children and families (2011) emphasizes the fundamental principles that governments should adhere to when developing services for children and families:
– acting in the best interests of the child;
– family-oriented approach;
– participation of the child and their parents in society;
– holistic approach and integrated collaboration among service providers.

3. Current Trends in Social and Pedagogical Activity in the Context of War

This publication focuses on current trends in social and pedagogical activity in the field of education. In the education system, social pedagogues work as part of the psychological service. According to the Regulations (2018), social pedagogues facilitate interaction between educational institutions, families, and society in the upbringing of students, help them adapt to the social environment; protect students' rights from all forms of violence, help develop responsible behavior and a culture of healthy lifestyle in students; prevent conflict situations that arise during the educational process; prevent and combat domestic violence, etc.

In times of war, in addition to the tasks mentioned above, social pedagogues should pay special attention to: Social and pedagogical support for children from families of combatants and children from families with internally displaced persons (IDP) status, providing assistance

to children and families affected by military conflicts, helping veterans and their families, supporting the mental health of participants in the educational process, cultivating a safety culture, creating conditions for self-improvement and development of individual abilities and competencies, etc. In order to stabilize the psycho-emotional state of students and prepare them for educational activities, the Ministry of Education and Science of Ukraine *(Letter of the Ministry of Education and Science of Ukraine No. 1/8794-22, 2022)* recommends that psychological service specialists implement the "Psychologist/social pedagogue hour" and optional courses.

Thus, in the context of the Russian-Ukrainian war, certain functions of the social pedagogue have become more relevant, including:

– Creating a psychologically comfortable educational space for all participants in the educational process (students, teachers, parents);

– Providing psychosocial support to students affected by the war;

– Implementing social adaptation and rehabilitation measures.

The letter of the Ministry of education and science of Ukraine "On priority areas of work of the psychological service in the education system in the 2023/2024 academic year" (2023, p. 3) emphasizes the importance of psychological and social and pedagogical support, and notes the importance of supporting the teachers themselves: "...teachers face strong emotions every day, sometimes very difficult and unpleasant ones. This includes human pain and suffering, aggression, helplessness, hopelessness, etc. While shaping the creative activity of students, it is necessary to constantly pay attention to their needs, sometimes reaching the limits of their emotional capabilities and professional competence."

Therefore, the challenges caused by the Russian-Ukrainian war lead to an increase in attention to social and pedagogical support, while the number of specialists is currently insufficient. According to the data provided in the letter of the Ministry of education and science of Ukraine No. 1/12492-23 (2023), in the 2022/2023 academic year, the number of employed specialists of the psychological services was 20,155 people, including only 6,905 social pedagogues..

An analysis of the topics of referrals to social pedagogues in educational institutions (letter of the Ministry of education and science of Ukraine No. 1/12492-23, 2023) showed that in the context of martial law , requests for the provision of psychosocial and social and pedagogical assistance to children and families with internally displaced persons (IDP) status prevail. In the 2022/2023 academic year, 250,694 such requests were received, including: 65,590 requests from children, 91,259 requests from parents or legal representatives, 25,248 requests from other interested persons, and 68,597 requests from teachers.

4. Empirical (Qualitative) Analysis of Essays by Social Work Students

In the context of the research, an empirical analysis of the essays of students of the specialty "social work" of the University "Ukraine" is expedient. Within the framework of the study of the discipline "Social pedagogy", the future specialists in the social sphere reflected on the topic: "Social pedagogy: essence and significance in the conditions of the Russian-Ukrainian war". Here are some theses from student essays:

"The importance of social pedagogy in the context of war is found in providing assistance in restoring a damaged social and psychological identity, maintaining psychological resistance, and providing conditions for overcoming traumatic experiences." (Elizaveta).

"Social pedagogy is very important now. Because thanks to it, it is possible to raise a new generation of conscious Ukrainians who will not become brothers with the Russian people and will not seek help from them. These will be people who will understand the importance of learning their language, these will be people who will develop their own culture." (Ulyana).

Therefore, we consider the opinions of future workers of the social sphere of Ukraine about the importance of social pedagogy to be interesting and important. They focus on important aspects: restoring a damaged social identity, maintaining psychological resistance, overcoming a traumatic experience, education of conscious Ukrainians.

5. Conclusions

Thus, the results of the study proved the relevance of socio-pedagogical/social work in the conditions of the Russian-Ukrainian war, which has caused significant challenges in the humanitarian sphere.

The results of the study allowed us to generalize the current trends in social and pedagogical activity in the educational sphere. These include: creation of a psychologically comfortable educational environment for all participants in the educational process (pupils, teachers, parents); providing psychosocial support to students affected by the war (children from families of combatants, children from families of internally displaced persons, etc.); implementation of measures for social adaptation and rehabilitation; formation of a culture of safety and other competencies important in the context of war, etc.

The authors do not pretend to fully cover the problem. In particular, the modern practice of socio-pedagogical/social work in Ukraine in the conditions of war, social protection of war veterans and their family members requires a separate study; the current national legislation in the social sphere and the changes made during the martial law require a deep analysis.

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MODERNIZATION OF REAL ESTATE VALUATION METHODOLOGY BY COMPARATIVE METHOD

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Summary

This study is devoted to the issue of determining the price of a real estate object based on the use of statistical market evaluations of similar objects. In the course of the research, a technique for determining the price of a real estate object was developed using parametric equations of the least squares method, which allows using an unlimited amount of input information and obtaining equalized values of price-forming factors. In contrast to the existing methods of the comparative approach to determining the price of the object of assessment, the proposed method allows you to obtain the value of the price-forming factors, and then the price of the object without establishing the difference between the factors influencing the price, as is the case with the classical approach of processing the input database. Approbation of the developed methodology showed the effectiveness of the possibility of its application in practice.

Key words: price, real estate, assessment, factors. technique, method of least squares.

1. Introduction

Three main methodological approaches are used in the evaluation activity: income, expenditure and comparative, the theory and practice of which is in constant dynamic development and undergoes certain modernization *(Büyükkaraciğan N., 2021; Pagourtzi, E., et, all, 2003)*. In modern conditions, real estate valuation methods based on the application of mathematical modeling methods are becoming more and more important *(IC. Yeh, TK. Hsu, 2018)*. In particular, it is proposed to use combinations of multicriteria methods *(Koziol-Kaczo D., 2014; Taillandier, F., & Abi-Zeid, I., 2013)*, as well as regression models *(Hnennyi O., 2012)*, while evaluation procedures are performed using GIS tools – technologies *(Bozdağ, A., Ertunç, E., 2020; Mete, M. and Yomralioglu, T., 2021)*. The use of the latest evaluation methods allows to a certain extent to eliminate a number of shortcomings that are inherent in analytical evaluation methods, when a number of evaluation indicators are the subjective judgment of individual evaluators. However, it should be noted that the reliability of the results of assessment by mathematical modeling methods depends to a large extent on the reliability of the arguments of the input data.

One of the methods widely used in evaluation activities is the method of comparing the prices of similar sales or the comparative method. The essence of this method is to determine the price of the appraised object based on the price of already sold similar objects, taking into account the difference in the influence of each factor on the appraised value of the appraised objects.In most cases, experts use an analytical method in which, based on the expert judgments of an expert appraiser, the main price-forming factors for a given type of real estate are determined and appropriate corrections are made to these factors for differences between the appraised object and the object of comparison.

To solve this problem, a system of linear equations is created, in which the differences between the evaluation results of similar objects and the evaluated one are expressed through corrections to the main factors selected by expert evaluators. At the same time, the number of selected analogue objects should not exceed the number of price-forming factors *(Dekhtyarenko Yu.F., Mantsevich Yu.M., Palekha Yu.M., 2013; Drapikovskyi O.I., Ivanova I.B., Krumelis Yu.V., 2015)*. Thus, the basis of this method is the difference between the factors of the object of assessment and the analogue. Note that differences in professionalism, moral and ethical preferences of expert evaluators often lead to inconsistencies in the evaluation procedure and raise a number of questions.

In this case, the system of equations has a single unambiguous solution. Hence, when compiling a system of linear equations of corrections of analogue objects, such a number of analogue objects is selected that would meet the set requirements for the unambiguity of obtaining final results, which ultimately leads to an unreasonable sampling of the remaining large array of input data. Let's consider the possibility of solving the given problem for the case when the number of analogue objects exceeds the number of evaluation factors (indicators) and the price of the evaluation object is a function not of the differences in the price-forming factors, but of the arguments of the factors themselves.

2. The main part

In this publication, we will consider the theoretical and practical aspects of using the apparatus of the method of least squares to determine the estimated value of the object of assessment regardless of the number of similar objects, which allows to use a wide statistical spectrum of the influence of various factors on the final assessment result.

Formulation of the problem. To develop a methodology for determining the price of the appraised object based on the prices of realized analogue objects, using the parametric least squares method.

The purpose of this study is to develop an innovative approach to real estate valuation based on statistical analysis of the real estate market, which would provide appraisers with a theoretically grounded mathematical mechanism for real estate valuation regardless of the number of similar sales.

3. Materials and research Methods

Let's represent the price of the evaluation object with an expression

$$a_0 x_1 + b_0 x_2 + \ldots + g_0 x_к = L_0, \text{ where} \tag{1}$$

$a_0, b_{0, ..., } g_0$ – empirical coefficients for price-forming factors, determined by an expert-appraiser on the basis of existing legal acts;

$x_1, x_2, ..., x_k$ – correction coefficients determined on the basis of mathematical processing of the array of input data (sale of similar objects);

L_0 – the price of the evaluated object.

Thus, the solution to the given problem consists in determining the most reliable values of the correction coefficients x.

Let the number of n analog objects be selected in the process of evaluation work, and the number of price-forming factors is equal to the number k.

In this case, it is necessary to solve the system of equations

In the following equations:

$$
\begin{aligned}
\alpha_1 x_1 + b_1 x_2 + \ldots + g_1 x_k &= l_1; \\
\alpha_2 x_1 + b_2 x_2 + \ldots + g_2 x_k &= l_2; \\
\alpha_k x_1 + b_k x_2 + \ldots + g_k x_k &= l_n
\end{aligned}
\tag{2}
$$

$x_1, x_2, .. x_k$ – correction coefficients of factors that affect the price of the object of assessment;

$l_1, l_2, \ldots, l_n$ – sale prices of similar objects;

$\alpha_{1,...,} \alpha_k; b_{1,...,} b_k; g_{1,...} g_k$ – respectively, the coefficients for the factors influencing the price of the object of evaluation, determined by the expert.

Let the number of similar objects be selected in the process of evaluation, the number of which is equal to the number of price-forming factors (n=k).

Then, the system of equations (2) has a single solution for determining the unknowns $x_1, x_2, .. x_k$. Having found the value of the specified unknowns and substituting them into formula (1), it becomes possible to determine the price of the evaluated real estate object. Thus, the task is solved. However, the solution of this variant of the problem does not provide an opportunity to assess the accuracy of the obtained results.

In the practice of appraisal works, a situation arises when it is possible to select the number of analogue objects, which significantly exceeds the number of significant price-forming factors, i.e. n>k. In this case, the system of equations (2) is indeterminate and a set of solutions is possible. For each individual decision, the values of the unknowns will depend both on the values of the prices of similar objects and on the values of the normalized coefficients. Among the set of value systems for unknowns, the one with the smallest sum of squares of the corrections is considered the best, that is, when [v v]=min.

Let us consider the theoretical aspects of this approach. We will present the results of the evaluation of analogue objects in the form of functions

$$
f_i (t_1 + x_1, t_2 + x_2, \ldots t_k + x_k) - l_i = v_i, \text{ where}
\tag{3}
$$

$t_1, t_2, ..., t_k$ – values of price-forming factors;

v_i – difference (correction) between the value of the price of the i-th analog object calculated as a result of the problem solution and its known value.

After expansion into the Taylor series of functions (3), limiting ourselves to terms of the first degree of accuracy, we have:

$$
f_i (t_1, t_2, \ldots, t_k) + a_i x_i + b_i x_i + \ldots + g_i x_i - l_i = v_i
\tag{4}
$$

In the given expression, $a_i, b_{i, ..., } g_i$ are partial derivatives of function (3) with respect to variables.

Assume: $f_i(t_1, t_2, \ldots, t_k) = 0$. Then, equation (4) will take the form:

$$a_i x_i + b_i x_i + \ldots + g_i x_i - l_i = v_i, \qquad (5)$$

Given formula (5), let's write down the system of linear correction equations in an expanded form, in which n is the number of objects of comparison, and k is a set of indicators that have a significant impact on the price of real estate of this type. We have:

$$
\begin{aligned}
a_1 x_1 + b_1 x_2 + \ldots + g_1 x_k - l_{1=V1}; \\
a_2 x_1 + b_2 x_2 + \ldots + g_2 x_k - l_{2=V2}; \\
a_k x_1 + b_k x_2 + \ldots + g_k x_k - l_{n=Vn}
\end{aligned}
\qquad (6)
$$

From the system of equations of corrections go to the system of normal equations.

As a result, a system of normal equations is obtained, in which the number of equations is equal to the number of unknowns.

The resulting system of equations has the form:

$$
\begin{aligned}
[aa]\, x_1 + [ab]\, x_2 + \ldots + [ag]\, x_k + [al] = 0 \\
[ab]\, x_1 + [bb]\, x_2 + \ldots + [bg]\, x_k + [bl] = 0 \\
[ag]\, x_1 + [bg] x_2 + \ldots + [gg]\, x_r + [gl] = 0
\end{aligned}
\qquad (7)
$$

The solution of the system of normal equations is performed by well-known methods, which are widely covered in modern literature. As a result of the solution of the system of equations, the values xi of the price-forming factors are obtained, and then it becomes possible to calculate, according to formulas (6), corrections in the analog objects accepted for mathematical processing.

According to Bessel's formula:

$$m = \sqrt{[vv]/n\text{-}1} \qquad (8)$$

it becomes possible to assess the accuracy of determining the price of an individual object.

The mean squared error calculated by the formula characterizes the conditions for obtaining the prices of similar objects.

We will formulate a general technological scheme for determining the price of real estate objects using the proposed method:

– analysis of the real estate market and the formation of a database by statistical sampling of similar objects and the main price-forming factors of this type of real estate;

– determination by expert or experimental studies of the numerical values of the influence of individual price-forming factors of similar objects and the evaluated object;

– compilation of linear equations of corrections taking into account the values of coefficients during factor corrections;

– transition from the system of linear correction equations to the system of normal equations;

– solving the system of normal equations and finding the values of the price-forming factors;

– determination of corrections in the prices of similar objects;

– assessment of the accuracy of the obtained results. The determination of the mean square error of the price of a separate analog object and the object of assessment is determined by formula (1) of the price of the assessed object with taking into account the obtained values of xi.

4. Results

Let's consider the methodology of practical implementation of the proposed method.

1. In the process of analyzing the real estate market, five evaluated similar objects are selected, which in terms of their price-forming factors are close to the evaluation conditions of the object of evaluation. At the same time, three factors have been identified that have a dominant influence on the pricing of real estate of this type.

2. Let's create a database of input data.

The unit price of similar objects is:

$$l_1=50: l_2=45; l_3=48; l_4=52; l_5=46 \text{(unit)}$$

On a five-point scale, the numerical values of the conditions of influence on the price of similar objects are determined:

$$a_1=4; a_2=2; a_3=1; a_4=3; a_5=4; b_1=2; b_2=3; b_3=2; b_4=1; b_5=-1; c_1=1; c_2=2;$$

$$c_3=2; c_4=1; c_5=-1$$

and the evaluation object $a_0=3, b_0=1, c_0=1$.

3. We compile a system of lineaar equations according to formulas (2).

We get:

$$4x1+2x2+xk=50;$$

$$2x1+3x2+2xk=45;$$

$$x1+2x2+2xk=48;$$

$$3x1+x2+xk=52;$$

$$4x1-x2-xk=46$$

4. We find the price of the object of assessment.

4.1. From the solution of the system of the first three equations, we get:

$$x_1=11.60; x_2=-14.60; x_3=32.80$$

Using formula (1), we determine the price of the object of evaluation:

$$Lo= 3*11.60 + 1*(-14.60) + 32.80 = 53 \text{ (unit)}$$

4.2. When using all analog objects from the system of five linear equations, we move to the system of normal equations using formulas (7). We get the following system of equations:

$$46x_1+15x_2+9x_k=678;$$

$$15x_1+19x_2+14x_k=33;$$

$$9x_1+14x_2+11x_k=242$$

From the solution of the given system of equations, we get:

$$x_1=14.25; x_2=-17.57; x_3=32.88$$

Taking into account the obtained values, the price of the object of evaluation is

$$Lo= 3*14/25 + 1*(-17.57) + 32.88 = 58 \text{ (unit)}$$

5. Assessment of the accuracy of the obtained results.

According to the formulas of the system of equations (6), we calculate the corrections to previously evaluated objects – analogs, and with formula (8) – the mean squared error of the assessment of a separate object.

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We have: $v_1 = 4.7$, $v_2 = -3.5$, $v_3 = -3.1$, $v_4 = 6.1$, $v_5 = -4.2$
Control: $\sum+v = \sum- v = | 10.8 |$. Hence $\sum vv = 98.8$ and

$$m = \sqrt{98.8/4} = 4.96$$

Thus, the average squared error of determining the price of an analog object does not exceed 10 percent, which indicates a proper sampling of analogs and the coefficients of influence of individual factors determined for them.

5. Conclusions

As a result of the conducted research, a method of real estate valuation using the method of least squares was developed.

The proposed method and the developed technological scheme for processing input data, in contrast to existing methods, allow you to directly determine the resulting values of price-forming factors and the price of the evaluated object regardless of the number of similar objects, which to a certain extent reduces the influence of subjective factors on the final evaluation result.

The practical implementation and technological scheme of the proposed methodology will facilitate their application by assessment practitioners.

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CONCEPT "TRYMOR'YA" AND NATIONAL INTERESTS OF UKRAINE

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Summary

The article scrutinizes the «Intermarium» concept, evolving into the broader «Trymor'ya» project within the Eurasian realm. The author underscores Ukraine's role in this context and explores the benefits for the country within the ambit of this initiative. This project aspires to achieve military-political and economic integration of nations situated between the Baltic and Black Seas, facilitating their transformation into autonomous geopolitical and geo-economic entities. The article highlights the potential formation of a functional federal organization with defense capabilities as part of the «Intermarium» project, contingent upon Western support and Russian weakening. Ukraine's success in the war against Russia could result in a shift in the geopolitical landscape of Eastern Europe and a change of regime in Belarus, establishing a buffer for strategic allied countries. The article also notes transformations in the economic and geopolitical dimensions, citing support even from previously inactive countries. For instance, Germany and China exhibit a change in their positions influenced by events in Ukraine. The article advocates for the creation of a broad alliance based on shared values, universally applicable to all countries. Overall, the article analyzes the prospects and possibilities of the «Intermarium/Trymor'ya» initiative in the context of the Eurasian space, defining Ukraine's key role in this process.

Key words: «Three Seas» concept, full-scale Russian invasion, integration associations, geopolitical players, countries of Central and Eastern Europe.

1. Introduction

Modern realities necessitate substantial changes in shaping the European security space. In Central and Eastern Europe, a considerable group of states is identified, connected by a shared history and having endured the period of communist regimes, both Soviet and Yugoslav. Many of these countries share a deeper history rooted in their affiliation with the Austrian and Austro-Hungarian monarchies, contributing to the emergence of a common religious and cultural tradition. In this regard, the concept of «Intermarium», now transformed into a broader initiative project called «Three Seas», becomes relevant. This initiative, founded on common historical, cultural, and religious ties, provides an opportunity to reconsider the format of European security to ensure stability and development in the region.

The study aims to thoroughly analyze the possibilities of reformatting the Eurasian space involving the countries of «Three Seas», particularly Ukraine, within the context of contemporary challenges and threats. Research tasks encompass studying the geopolitical and geo-economic potential of the initiative, analyzing Ukraine's role in this context, and identifying potential scenarios for regional security development.

The research methodology relies on the analysis of historical, political, and economic processes, as well as on the logical presentation of the studied material. Understanding the dynamics of interaction among the countries of the «Three Seas» and their role in creating a new security space involves a comprehensive analytical approach.

In the context of contemporary geopolitical challenges and opportunities, this study offers new perspectives on the interweaving of interests and the shared future pragmatics of the «Three Seas» states within the new European security landscape.

2. Geopolitical and Economic Integration in «Intermarium»

The idea of Intermarium was initially formulated by Prince Adam Jerzy Czartoryski. Later, supporters of the Baltic-Black Sea Union/Intermarium included the first head of the Second Polish Republic, Józef Piłsudski, and its foreign minister, Józef Beck. Among Ukrainian politicians, Viacheslav Chornovil, a leader of the late 20th-century national-democratic movement, was also a proponent. In the conditions of full-scale Russian aggression against Ukraine, this idea became highly relevant, as the project could serve as a key to addressing various security issues – military, energy, economic, and others – through the creation of a durable political and economic union of Central and Eastern European countries *(Ławski & Maliutina, 2018)*.

The idea of military-political and economic integration of countries located between the Baltic and Black Seas is a way to transform them into independent geopolitical and geo-economic players. For Ukraine, Intermarium could be a useful tool to counteract the hegemony of superpowers. Of course, this is based on the principles of «equality among equals», especially when it comes to building a sovereign and powerful country. States with low or moderate potential, in particular, must safeguard their sovereignty diligently, as being in the shadow of larger states may lead to the imposition of certain «standards» of behavior both on the international stage and in domestic politics. As the experience of the European Union shows, small and medium-sized states (primarily Poland and Hungary) often lament threats to their sovereignty from both major powers (Germany) and central EU authorities *(Krasnodębski, 2022)*.

Intermarium in the 21st century is a potential interaction for accelerated development after the full-scale Russian aggression against Ukraine, Lithuania, Latvia, Estonia, Poland, Slovakia, the Czech Republic, and Ukraine itself. Under favorable conditions, Romania, Turkey, Georgia, and other countries could also become participants in this project. If the Intermarium project is implemented, it would require at least the formation of a functional federative organization with defense capabilities. Obviously, this would be possible with the approval of the West, especially the United States, and significant weakening of Russia. Such conditions did not exist in the 20th century, but in the 21st century, they are gaining substantial realization *(Nagel, 2022)*. The success of Ukraine in the war against Russia could lead to a change in the geopolitical status of Eastern Europe and a change of regime in Belarus, creating a buffer for strategic allied countries. Additionally, for the first time at least since the 17th century, «we would overcome the «neighborhood» problem – a convenience that most Western Europeans perceived as an imperative fact after the end of World War II. A unified region of Eastern Europe with a human and economic potential of over 100 million citizens could balance the dominance of the old Rhineland region in the EU» *(Makhno, 2022)*.

It is important to note that the Eurasian space is currently undergoing a transformation, with Ukraine taking on the role of the central part. Together with Poland and the Baltic countries, it forms a community of states that cuts Eurasia in half – from the Baltic to the Black

Seas. Many countries have expressed readiness to help Ukraine resist Russian aggression, providing it with modern weapons from various sources. There is a growing belief globally that Ukraine will prevail in this war. As winners of wars always possess centripetal attractiveness, even Germany, previously unimaginable, has started assisting Ukraine. The German establishment seeks to demonstrate a negative attitude towards Russia and support for Ukraine. Articles accusing politicians of receiving Russian money for many years and effectively becoming Russian lobbyists have appeared in the German press. Similar processes have also begun in France *(Shcherbyna, 2022)*.

Interesting transformations are occurring in China as well. China aimed to become a global power through «soft power» methods – economy, trade, investments, corruption of officials in various countries, etc. The extensive Russian invasion of Ukraine dealt a severe blow to this Chinese strategy. Due to military actions in our country, several supply chains have been disrupted, and the world imposes sanctions against firms collaborating with Russia. While initially trying to maintain neutrality, the Chinese press now calls the Russian-Ukrainian war an actual war. Chinese firms are avoiding collaboration with Russia and are instead attempting to maintain their relations with the West. Thus, by its resilience on the battlefield, Ukraine struck at the central, albeit weak link of the «Continental Block». Now, the axis from Scandinavia to the Black Sea, or Intermarium, may be the leading force of the Eurasian continent, not the axis of «France – Germany – Russia – China» *(Shcherbyna, 2022)*.

3. Transformation of the Eurasian Space and Prospects of "Intermarium" in the Context of Russian Aggression

Following the onset of the second Russian invasion of Ukraine, unlike in 2014, there are signs that the former Polish-centric concept could become a reality, albeit under different conditions and principles. Nevertheless, its aim remains to counter imperial policies, this time exclusively from the East. Paradoxically, it is not Russian imperialism that threatens the emergence of such a transnational, broadly inclusive alliance based on shared values but the potential competition for leadership within it. The exacerbation of this competition may repeat past mistakes, as the future union should be grounded in the principles of mutual respect and equality among its subjects. There should be no distinction between small and large countries, as common values and goals are universal for all-democracy, freedom, and security *(Nagel, 2022)*.

The extensive Russian aggression has caused a crisis in international collective security overall, and European continental security in particular. A farsighted and evident response to these challenges is the formation of a new defense alliance (beyond NATO and EU structures) in the triangle between the Baltic, Adriatic, and Black Seas (and potentially the Caspian Sea). Ukraine, whose Armed Forces are currently gaining invaluable experience in combat with the aggressor, could play a leading role in this alliance *(Kovalov, 2022)*. Currently, there is no clear vision of how Intermarium would function or who exactly would be a member of this union. However, it is evident that the alliance's format would differ from the project that existed after the First World War: it could include Baltic countries, Poland, Slovakia, the Czech Republic, and Ukraine *(Nagel, 2022)*. Moreover, Ukraine's western neighbors (Poland, Finland, Baltic countries, Czech Republic, Slovakia, Slovenia, Croatia, and Romania) have expressed maximum readiness to contribute to our victory over the aggressor, laying the foundations for the «Intermarium» union *(Kovalov, 2022)*. Ukraine's inclusion, including Crimea, while maintaining its membership in other international structures, is one possible post-war arrangement

for Europe. Currently, the idea of an alliance of states from the Baltic to the Black and Adriatic Seas is considered a future option for interaction and development among these countries *(Podolyak, 2022)*.

Simultaneously, as evidenced by the Estonian case, there is a significant likelihood that any group associated with Intermarium would function for a limited time as a platform on the path to full integration of its members with the EU. Over the years, strong alliances of the past transform into more thematic debates and negotiations depending on the needs of current policies. In this case, Ukraine could potentially already assertively shape its tactics in institutions of the EU. Ukraine's desire and request to be accepted into the EU and become part of a larger and real European security (NATO) and economic (EU) system are still in the interests of all the aforementioned parties. Without achieving these strategic goals, Ukraine would remain a perpetual periphery of Europe with accompanying threats and limitations *(Nagel, 2022)*.

It is also essential to consider the advantages of «Intermarium» for the Ukrainian Crimea. By participating in the integration within «Intermarium», Ukraine not only gains access to a vast European market of goods and technologies but also provides an opportunity for the revival of the Slavic environment for the Ukrainian population of the peninsula and restores global contacts for the Turkic environment through the community of Lithuanian Tatars, descendants from Crimea. Being part of international organizations, Ukraine could benefit from the help and support of all «Intermarium» countries. Political experience from Poland and Baltic countries regarding the construction of new relations with Russia, which will undoubtedly resist releasing Ukraine, especially Crimea, from its sphere of influence, could be a crucial segment of cooperation for Ukraine. Thus, Ukraine could form the sovereignty that Poland and Baltic countries managed to build earlier and much faster *(Podolyak, 2022)*.

Moreover, for Crimea, it is crucial that most candidate states in «Intermarium» have a developed tourism industry. This would not only provide new prospects for Crimean resorts but also introduce new global technologies, approaches, and standards, which cannot be achieved within Russia. Although Russian officials in Crimea occasionally declare lofty challenges akin to Monaco or Wimbledon, in reality, they cannot create basic conditions for recreational or therapeutic vacations. Within «Intermarium», Crimea could transform into a new center for yacht tourism and be included in routes across the Mediterranean and Baltic Seas. «Intermarium» could create a favorable market for Ukrainian and Crimean agricultural products, and Ukraine could borrow the experience of these countries in organizing the production and processing of agricultural products.

Finally, in the context of cooperation with partners within «Intermarium», including Crimea, Ukraine could receive new incentives for the development of the once powerful but neglected shipbuilding industry due to Russia's actions. Both passenger and cargo, civil and military shipbuilding could be revitalized. Of course, the emergence of international alliances and Ukraine's development within them cannot be predicted precisely, but it will make Ukraine's international relations and the development of Crimea within it more harmonious and comprehensive *(Podolyak, 2022)*.

4. Conclusions

Summarizing the conducted research, it is crucial to note that Ukraine finds itself at the crossroads of civilizational influences between Central and Eastern Europe, the worlds of Catholicism and Orthodoxy, and between Europe and Asia. The preservation, strengthening,

and full development of the country require comprehensive integration into Central Europe as a civilizational phenomenon.

In the context of the opportunities presented by the «Intermarium» as a response to Russian aggression, the research indicates potential advantages and prospects for creating a defensive alliance in the region between the Baltic, Adriatic, and Black Seas. The realization of this project could strengthen the unity of Europe and respond to the challenges of Eurasian expansion, particularly from Russia.

Successful implementation of the «Intermarium» demonstrates the ability of the political elites of participating countries to reach understanding and cooperation in building a secure and integrated space. Bold and unconventional steps are key elements of this process.

In the event of failure to establish new forms of integration, countries may remain within old mechanisms that do not correspond to current realities. It is essential to emphasize that defining the paths of integration and cooperation in the "Intermarium" is critically important for the future of Europe.

This project could determine the success or failure of the region in the face of a changing global order. Therefore, national and global interests must be balanced to achieve stability and progress in the Central European region.

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FACTORS AFFECTING THE RETENTION OF SPECIAL EDUCATION TEACHERS IN THE USA

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Summary

The aim of this paper is to provide the information about the specifics of the special educators' work in the United States. The conditions for obtaining a certificate that allows a teacher to hold a relevant position were analised. It was described the types of certificates such as the Early Childhood Certificate, which allows teachers to work with students from birth to preschool age, the Certificate for Working with Children with Mild or Moderate Disabilities, which allows teachers to work with students from kindergarten to 22 years of age, the DoHH Certificate, which allows teachers to work with deaf and hard of hearing children, and the Certificate VI for students who are partially or totally blind. It was given a detailed description of a special teacher's daily duties, were designated the problems that lead to special educators number decreasing and outlined the ways of the problem solving at different levels.

Key words: special education teachers, general education teachers, teacher preparation program, licensed specialist, requirements for a teaching license, children with special needs, types of certificates.

1. Introduction

The United States of America is among the international leaders in education quality. According to the United Nations, the U.S. education system in 2024 has an education level index of 0.903 with a maximum possible value of 1. This fully means a high level of teaching staff training, including special education teachers, whose number still does not cover the national needs of the United States. The training of such specialists involves the development of professional knowledge, skills and abilities to teach students with one or more psychophysical disabilities. Such training programs usually involve a long pedagogical practice under the guidance of experienced mentors, but the current challenges associated with the catastrophic shortage of specialists in this field make adjustments and sometimes force to revise and adapt the ways of obtaining a special teacher license in the United States.

The literature review gives a ground to understand that this topic was the subject of scientific researches of Ukrainian and world wide leaders in the field of Pedagogy. The issue of standards of teachers' professional development in the United States was addressed by N. Mukan, O. Pryshlyak, L. Marianna, and others. The issue of developing alternative ways of obtaining the profession of a teacher in the United States was thoroughly considered in the works of N. Pazyura, R. M. Ingersoll and M. Strong investigated the impact of induction and mentoring programs for beginning teachers, D. Hoppey, J. McLeskey considered the issue of a case study of principal leadership in an effective inclusive school, A. Buttner investigated the issue of special education and the teacher shortage.

The purpose of the article is to to outline the problem of reducing the number of special education teachers and identify possible ways to eliminate them.

2. Who is the licensed special education teacher

Special education is a young and developing field of Pedagogy. As the educational community learns more about special learners, it attempts to categorize and identify their needs. People become special education teachers for a variety of reasons: some find more job opportunities in special education after completing a general education teacher preparation program, others have children or relatives with special needs, and choose the career as a way to make a positive difference in their lives. Regardless of the reasons that influenced the decision to become a special educator, there is a certain algorithm that, in a case of successfully completed, gives the opportunity to be considered a licensed specialist in this field. Although the specific requirements for a teaching license vary from state to state, Federal Act No Child Left Behind requires at least a bachelor's degree and a training program to be prepared for working with children with special needs under the supervision of a senior professional. If the teacher is working in a secondary school, he or she must also have a bachelor's degree in one of four core subjects: English, History, Mathematics, or Science. After successfully completing an accredited program, prospective teachers can apply for a provisional certificate, which usually expires after five years.

3. Types of certificates

There are different types of certificates. For example, the Early Childhood Certificate entitles teachers to work with students who have cognitive or physical disabilities from birth to preschool. Teachers who hold a Certificate for working with children with mild to moderate disabilities are eligible to work as a resource specialists (RSPs) or in special day classes (SDCs). As a rule, this certificate allows a teacher to work with students from kindergarten to 22 years old. With properly organized and moderate intervention from a special educator, children in these classes can make significant academic gains. To work with students with severe cognitive or physical disabilities, a teacher must have a Certificate for Work with Moderate or Severe Disabilities, which allows them to teach basic and functional skills to students from kindergarten to 22 years of age. The DoHH Certificate entitles teachers to work with deaf and hard of hearing children, and the VI Certificate with students who are partially or completely blind, both in the absence of cognitive impairment as well as with multiple disabilities. Such certified teachers can also provide consultations to general education teachers in terms of assistive technologies for teaching special children, such as Braille, various orientation and mobility techniques, etc. All four areas of certification allow a special education teacher to teach in any grade level. As a rule, the bachelor's program prepares teachers to work with students with one or two mild disabilities. However, only 25% of new special education teachers work with children with one disability, 46% of teachers work with groups of students with 4–6 disabilities, 65% of teachers work with groups of students who are culturally or linguistically diverse, and 30% of special education teachers teach students who are virtually non-native English speakers. All options require a minimum of a Bachelor's degree, but certification for special education teachers to work with individuals with language impairments requires a Master's degree or a qualifying

certification related to speech and language pathology. The professional certificate is valid for five years. Special education teacher certification can be extended by earning continuing education credits that meet the requirements of the Department of Education. To qualify for renewal, teachers need to complete six college credits and one semester hour related to special education. Additionally, college credits can be substituted with other approved options such as earning a qualifying score on a subject-specific exam, in-service credits, and so on.

4. The peculiarities of a special education teacher's job

The job of a special education teacher is very specific. Unlike other teachers, who focus primarily on teaching, a special education teacher is both an educator and an advocate for students with special needs. The job is challenging and the teacher has to combine many responsibilities. These include: planning, teaching, assessing student achievement, writing, managing and monitoring individualized education plans, reporting on student progress toward educational goals, providing guidance to general education teachers, classroom management, scheduling, instructing, managing and evaluating teaching assistants and other paraprofessionals, developing behavior management plans, and much more.

Although the most professional unions agreed an eight-hour work schedule, special education teachers often work well beyond this standard. A special educator's workday begins an hour before students arrive at school. He or she performs administrative tasks, responds to parents' emails, enters data into the registry, writes the daily schedule on the board, and prepares the classroom for the students' arrival. He or she outlines the day's tasks and delegates them to aides, prepares students for lessons, reads or listens to announcements, collects homework, reviews the daily schedule, assigns study groups, monitors instructional time, assesses progress toward goals, offers individualized academic or behavioral support as needed, collects data and adds it to the IEP files, provides support and guidance to general education teachers, cleans up the classroom, plans for the next day's preparation, attends meetings, reviews Ensures that the IEP is approved by all necessary parties, duplicates documents and distributes to parents, administrators, school district, general education teachers, and special education department. Manages administrative tasks: communicates with parents, teachers, and administrators, schedules new appointments, responds to parent emails and phone calls, and performs other extra-curricular duties.

As can be seen working as a special education teacher is often associated with high emotional stress due to the need to address a variety of learning needs and behavioral issues. Limited resources and support can make it difficult to develop effective teaching strategies and individualized instruction for each student. The position of a special education teacher often involves heavy paperwork, including the creation of individualized education plans, which can be time-consuming and tedious. Building relationships with parents can be challenging, especially when there is disagreement about the child's needs and learning strategies. High levels of burnout are caused by intense workloads, emotional demands, and lack of adequate support, leading to many teachers leaving the profession early.

5. A problem of special education teachers' number decreasing

According to the Consortium for Higher Education (2021), the annual attrition rate for special education teachers is twice that of general education teachers. While the average turnover rate for teachers is approximately 10%, the turnover rate for special educators is almost 16% *(Joint Legislative Audit and Review Commission, 2020)*. Over the past decade, the nation's enrollment has declined by more than 17%, while the number of students receiving special education services has decreased by only 1% *(Samuels, Harwin, 2018)*.

The Virginia State Board of Accounts, for example, reported in 2020 that teacher positions that should be filled by licensed teachers are being filled by temporarily licensed teachers or long-term substitute teachers. In the period 2019–2020, more than 30,000 students with special needs received services from teachers with a temporary license. This means that the postulate of a free appropriate public education for all students with disabilities (The Americans With Disabilities Act (1990) (FAPE) has never been maintained. To obtain a special education teacher license in Virginia, an applicant must complete at least 27 hours of special education and have an average of 360 hours of teaching experience, with a provisional special education license allowing a teacher to take only one special education course *(Virginia Department of Education, 2021–2022)*. As a result, a high percentage of temporary licenses are issued to less qualified teachers." The number of students receiving special education services in public schools increased from 13% during the 2009–2010 school year to 15% during the 2020–2021 school year *(National Center for Education Statistics, 2022)*.

6. Conclusions

Summarizing the above, can be stated that the problem of increasing number of students receiving special education services, combined with the trend that has led to a decrease of special education teachers number, requires urgent solutions in various areas:

Financial component: regular reviews of salaries for special education teachers and bringing them in line with market standards; introduction of bonus programs and bonuses for high performance and long-term service; providing financial support for teachers to attend conferences, seminars and courses aimed at expanding their knowledge and skills.

Professional component: establishing mentoring and coaching programs for new special education teachers to facilitate their adaptation and support; providing access to conferences, seminars and courses on pedagogical excellence for continuous professional development; facilitating teachers' participation in research and projects to stimulate innovation and find new methods of work.

Resource component: providing special education schools with all necessary resources, including specialized equipment and materials; considering the structure of the working environment, taking into account the physical characteristics of working with students with special needs.

Administrative component: establishing mechanisms to effectively resolve conflicts and problems that special education teachers may have; ensuring access to psychological support and counseling for teachers working with special needs students; relieving special education teachers of their workload; rationally distributing additional responsibilities; introducing a system of delegating tasks to assistants and assistants to reduce administrative burden; systematically assessing the need for additional assistants and allocating them accordingly.

Technological component: introduction of digital platforms and programs for automating administrative processes, planning and assessment; technical support for teachers in using modern technologies in the educational process.

Psychological component: creating a favorable atmosphere of cooperation and community among teachers, administration and other school staff; providing access to counseling and psychological services for teachers in cases of stress, burnout and other psychological problems, organizing trainings on emotional health and self-support.

All of these measures, in our opinion, are aimed at creating a stable and supportive atmosphere for special education teachers, which, if followed, will contribute to professional development and retention in education.

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"E-GOVERNMENT" AS A PRIORITY COMPONENT
OF THE FORMATION OF NETOCRATIC PUBLIC GOVERNANCE:
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Summary

The article discusses the main approaches to defining the concept of «electronic government»; it was found that the integration of public administration into the virtual information space creates favorable preconditions for the formation of effective electronic democracy as a logical continuation of the transformation of socio-political processes in the conditions of the information society, which indicates a netocratic vector of development of public administration.

The experience of Estonia regarding the successful testing and implementation of an effective electronic governance system has been studied. The factors that influenced the formation of a high level of electronic government services in Estonia are considered.

It is recommended to focus on the Estonian experience in the practical application of e-government with the aim of developing information and digital infrastructures in the management sphere and effective domestic e-government as an integrated platform for the formation of netocratic public administration.

Key words: e-government, e-government, e-democracy, netocracy, netocratic management, information society, information and communication technologies.

1. Introduction

Active implementation of achievements of information and communication technologies in the field of public administration is considered today as a necessary component of the development of e-government, and scientific, legislative, and applied innovations indicate increased government attention to expanding the scope of application of information and communication technologies in the public sector and the formation of a network society as a whole.

In the context of the global digitalization of modern society, the intensification of political, economic, cultural, social and other processes, the issue of creating perfect electronic governance, the introduction of which corresponds to the hopes of citizens for effective public administration, is of particular importance. Today it is difficult to imagine a government agency that would not have its own website, email address, registration on social networks, etc.; in a number of countries around the world they use different methods of electronic expression of will; it is thanks to electronic governance that society and the state are gradually moving to a new «communicative» level: the usual bureaucratic procedures (visits to government agencies, paper documentation, long-term formal procedures, long-term consideration of citizens' appeals and decision-making, etc.) are replaced by an effective process management decisions and the responsibility of specific individuals. Consequently, state policy is gradually acquiring publicity and social accessibility, active participation of society in globalization politics

and government processes becomes possible, which indicates the presence of netocratic processes in public administration.

So, the issue under study is relevant for several reasons: firstly, taking into account the objective need for citizens to receive high-quality public services with minimal expenditure of time, moral, financial, etc. resources; secondly, pressing problems of theoretical, legal, organizational, material and technical nature regarding the functioning of electronic governance require their prompt solution, including by borrowing foreign experience, since this corresponds to the essence of modern requirements of the information society and provides an opportunity for Ukraine to join globalization processes as a full participant.

The problematics of the issue are reflected in a number of scientific studies of domestic and foreign researchers, including: V. Bakumenko, A. Bard, D. Bell, Y. Gabermas, A. Gaidabrus, N. Gritsyak, J. Zoderquist, M. Castells, T. Kozhukhova, M. McLuhan, Y. Mikhailyuk, E. Toffler, etc. In world scientific practice, the genesis of mechanisms for electronic participation of citizens in the life of the state (E-Participation) is also not a new topic for research, in particular, the second half of the 20th century. was marked by the publication of works by C. Cooley, G. Lasswell, R. Park and others.

Despite the importance and significant scientific contribution of the above-mentioned scientists to the development of the theory and practice of the information society, public administration, assessment and analysis of modern digital transformations in different countries of the world, research into the state and features of digitalization and e-government requires further research.

The purpose of the article is to analyze Estonia's experience in creating effective e-government, which forms the basis for the formation of netocratic public administration.

2. «E-government»: modern understanding of the concept

The activities of modern government institutions are impossible without the use of information and communication technologies, which today have one of the leading places in public administration. Today it is impossible to imagine the work of government bodies without the use of automated information systems, special software or complex automation tools.

The idea of active use of information and communication technologies in order to improve the efficiency of government arose on the basis of the ideology of «new public management», designed to facilitate the implementation of administrative reforms begun in Western countries in the 90s of the twentieth century.

The term «electronic government» (E-Government) arose subsequently (1997) at the initiative of the US National Science Foundation *(McDonagh, 2005)*. It meant reducing bureaucracy, avoiding traditional paper workflow and replacing it with electronic ones, and transferring state and municipal services to the Internet. Subsequently, the concept of «electronic government» acquired additional content, the essence of which is the formation of a new system of interaction between the state and society.

So far there is no unambiguous interpretation of the concept of «electronic government», however, all characteristics can be divided into several groups: definitions that focus exclusively on the theoretical approach and possible changes in society due to the introduction of e-government; a definition that emphasizes the applied nature of e-government and focuses on the structural elements of the concept; characteristics describing technical aspects (network creation, software, etc.); definitions focused on a comprehensive study of problems and maximum

efficiency of public administration *(Pogrebnyak, 2014 : 28)*. So, the domestic understanding of e-government, as an organization of public administration based on electronic means of processing, transmission and dissemination of information, as providing services of government bodies of all branches of government for different categories of citizens (pensioners, workers, businessmen, civil servants, etc.) electronic means and informing them by the same means about the work of government bodies *(Fedulova, 2009)* is completely justified and meaningful.

In foreign scientific literature there is also no unambiguous interpretation of the concept of «electronic government» – all the variety of definitions comes down to two approaches. Within the first, «narrow», e-government is considered as the activity of public authorities using information and communication technologies (providing services to the population and business, organizing public procurement, carrying out financial transactions, receiving and providing information, etc.) *(Fang, 2002 : 6)*; the second, «broad» approach involves understanding e-government as a process of transformation of internal and external interaction in the public administration system through the use of information and communication technologies in order to optimize management, improve the quality of service to the population and ensure the constitutional rights of citizens *(McDonagh, 2005)*.

The above approaches to defining the concept of «electronic government» indicate the integration of management into the virtual information space, which creates favorable preconditions for the formation of effective electronic democracy as a logical continuation of the transformation of socio-political processes in the information society, which corresponds to the netocratic vector of development of public administration *(Storozhenko, Ignatenko, Yaroshovets, Antypenko, Vlasenko, 2023 : 66)*. Elements of electronic control that are successfully tested are gradually being introduced into widespread use. Consequently, we can talk about the gradual formation of netocratic management, which is acquiring more and more mechanisms, tools, methods and forms of communication between government and society.

By netocratic public governance we mean a management model based on transparency, openness, cooperation and public involvement in the decision-making process through information and communication technologies. This approach allows us to ensure a more democratic and open nature of management decision-making, which is a mandatory attribute of the information society *(Storozhenko, 2023 : 99)*.

The Organization for Economic Cooperation and Development (OECD) describes e-government as using information and communication technologies, particularly the Internet, as a tool for achieving better government. At the same time, the issue of governance is defined as dominant, and to a lesser extent, as an issue of technology: «E-government is more about government than about "e"» (electronic government is more about government than about technology) – this is the postulate of the OECD's activities in field of electronic government *(The European eGoverment Action Plan 2011–2015)*.

This means that governments must use the mechanisms and capabilities of the information society to ensure that the work of government bodies best meets the needs of citizens. Some researchers define e-governance as the ongoing process of optimizing service delivery; citizen participation in governance; public administration with the constant transformation of internal and external processes using information and communication technologies.

Modern information and communication technologies, thanks to which it is possible to introduce e-democratic processes as a form of public relations in which citizens and civil society institutions are involved in the creation of the state, public administration, local self-government, etc., make it possible to strengthen the participation of citizens in public life; improve the response of government officials to citizens' appeals; make the decision-making process

of government authorities transparent and accountable to the public; promote public debate and attract public attention to the decision-making process. Consequently, effective e-democracy presupposes the opportunity for every citizen to participate in the formation and implementation of public policy, decision-making by authorities, while using information technologies for two-way interactive communication between the state and society, which indicates the democratization of public administration and the netocratic vector of its development.

The electronic management platform today is an important tool in improving the efficiency and transparency of management processes, ensuring higher quality of public services, protecting the rights and freedoms of citizens, reducing state budget expenses, etc. In addition, e-governance contributes to the development of digital infrastructure and the country's innovative potential in the international arena.

3. Estonian e-government is an example to follow

Indicative in this regard is the state policy of European countries, the leader among which, not without reason, is Estonia, which was facilitated by a number of political, economic, legislative and social factors *(Kalvet, 2012 : 144–145)*.

The formation of an effective e-government system in Estonia was due to the use of progressive initiatives, which allowed the country to take a leading position in the implementation of e-government and significantly improve the level of the country's information and communication infrastructure. Let us outline some of the factors that contributed to the high e-government development index in Estonia.

First of all, this is the country's government's awareness of the priority of development of the information and communication technology industry and the possibility of stable government funding. Thus, the ratification of the strategic development plan «Principles of Estonian Information Policy» made it possible to allocate 1% of the country's GDP for the development of information and communication technologies, which led to the active development of the IT sector and the intensive formation of e-democracy.

The next initiative of the national project – the state program of general computerization «Tiger Leap» (1996), focused on educational activities (formation of computer literacy of youth, development of computer and network infrastructure, etc.), led to the acquisition of a high level of digital competencies of more than 90% population of Estonia.

Global informatization of the country served as the foundation for the development of e-government. Another component of this process was the creation of a database and scheduler to streamline government decision-making processes and introduce an electronic office for government meetings.

In addition, electronic banking was created and put into effect at the legislative level; eTax Council; an electronic tax return has been developed; an electronic voting system has been introduced, as well as the platforms «M-parking», «X-road», «Digital signature», «E-digitalization», «E-health», «E-recipe», «E-portal»,   «E-residence»; the Protect the Tiger initiative was launched to support cybersecurity; large-scale blockchain technology KSI has been developed; the «Green Book of Public Services» system was introduced to systematize challenges and solutions for the development of government electronic services; the world's first data embassy outside the country «Green Lights of Estonia» was created; the «XI-Road NIIS Consortium» (Nordic Institute for Interoperability Solutions (NIIS)) was formed, which provided the development and strategic management of «X-Road» for other electronic solutions;

the «Seamless Roadmap of Services» service was introduced, helping to reduce bureaucracy and human resources for managing public services and establishing communication between citizens and the state *(E-Government Solutions)*.

Among the latest progressive electronic innovations is the «Artificial Intelligence Strategy for Government», the application of which contributes to the creation of strategic and legislative norms to accelerate the development of artificial intelligence and its application in the public and private sectors *(E-Government Solutions)*.

As can be seen from the above, a high-quality, effective electronic management system has been created in Estonia, the implementation of which, in our opinion, complies with the recommendations of the European program «European Interoperability Framework» (EIF), developed to ensure interaction between the governments of the member states of the European Union *(JOINUP)*.

Compliance is evidenced by the following positions: user orientation of electronic services and information and communication interaction between communicants; the model for constructing Estonian electronic services regarding the level of security is consistent with the principles of the conceptual model defined in the EIF; Citizens' access to the e-government system is ensured through the use of electronic identification cards, which allow them to use all government Internet services *(JOINUP)*. In addition, the Estonian e-government system meets the development of the organizational (rules of interaction between institutions and organizations for the provision of electronic services), content (interpretation of data by stakeholders) and technical (ensuring accessibility and understandability of information and communication services) levels declared by the EIF.

4. Conclusions

So, the experience of Estonia is eloquent evidence of the possibility of practical application of information and communication technologies in public administration and the provision of high-quality management services using an e-government system. It is noteworthy that, starting in 2019, there has been a «shift» in Ukraine towards accelerating the development of e-democracy and digitalization, which indicates that the country's officials have realized the priority of developing the information and communication technology industry, and as noted in the study, this is one of the key factors for effective development of e-government.

In addition, for further successful transformation and effective practical application of e-governance, it is necessary to: ensure stable government funding and attract investment (financial aspect); improve the legal framework for regulating the digital activities of domestic institutions (legislative aspect); provide the relevant authorities with greater powers to implement e-government initiatives on a large scale, using the best global practices (administrative aspect); at the state level, strengthen support for educational projects on digital literacy of the population (educational aspect); improve information and communication technology systems related to the functioning of e-government (social aspect); unify the IT structure in accordance with European requirements (infrastructural aspect).

The implementation of the above positions will not only allow developing information and digital infrastructures, deepening the digital competencies of society, but also forming an effective e-government as an integrated platform for the formation of netocratic public administration.

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CORRUPTION AS AN IMPORTANT SOCIAL PROBLEM: STRATEGIC MEASURES TO FIGHT CORRUPTION IN UKRAINE

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Summary

It is determined that during the full-scale war, the corruption system that has existed in Ukraine for decades was able to adapt and quickly develop new niches, including those related to the war. The Great War did not become an impetus for a real fight against or minimization of corruption schemes. Under these conditions, corruption remains a serious factor that negatively affects most processes in the country (economic, social, political, legal, and other), and is an obstacle to NATO membership and state development.

It is noted that over the past ten years, a number of anti-corruption laws have been adopted in Ukraine, which demonstrates the confident direction of the state to address this problem. However, their implementation is not sufficient to reduce the level of corruption in the country. To improve the state of anti-corruption measures, it is necessary to ensure the legitimacy of all branches of government, and comprehensive work in this area is important.

It is proved that the fight against corruption is a long-term process that requires constant efforts and cooperation from all segments of society, but it is necessary to ensure a comprehensive approach to overcoming corruption.

The author identifies the key elements, the introduction and implementation of which, in combination, will reduce corruption to a level that will not pose a serious threat to the State and society, in particular, have the potential to overcome this global phenomenon. In addition, the author outlines strategic measures to minimize corruption in Ukraine.

Key words: public, officials, prevention of corruption, strategic anti-corruption measures, integrity, sustainable economic development.

1. Introduction

Problem statement. Corruption always increases when a country is in the process of transformation. Since Ukraine is not just going through the stage of democratization of the state system, but is also undergoing a radical transformation of the economic and political system, legal and social systems, the growth of corruption is an objectively determined factor *(Koruptsiia)*. In addition, during the full-scale war, the corruption system that has existed in Ukraine for decades was able to adapt and quickly develop new niches, including those related to the war. The Great War was not an impetus for a real fight or minimization of corruption schemes. It partially redistributed cash flows and attracted new categories of officials, civil servants and the public to the system. New corruption niches have opened up in the military, mobilization, defense procurement, provision of military personnel, and border crossing issues *(Ukraina cherez koruptsiiu, 2023)*. Under these conditions, corruption remains a serious factor that negatively affects most processes in the country (economic, social, political, legal, and other), and is an obstacle to NATO membership and state development.

Analysis of recent research and publications. The issue of corruption in the public administration system, in particular the causes and prevention of corruption, is in the focus of attention of many researchers, in particular: N. Olentsevych, O. Fomina and others *(Olentsevych & Fominoi, 2018)*.

I. Karabaz and T. Kozhukhova consider overcoming corruption as the basis for effective public administration and sustainable economic development of the country. The causes and consequences of corruption in public authorities for the public administration system are considered by T. Brus, A. Arshynnikova *(Brus and Arshynnikova,2018)*. In addition, the authors draw attention to the need for closer international cooperation to achieve success in the fight against corruption.

The author's team (M. Mikhnenko, O. Rusnak, A. Mudrov, etc.) *(Mykhnenko, Rusnak & Mudrov, 2013)* in the textbook «Preventing and Combating Corruption» systematically disclosed the main provisions of this problem, in particular: the state and trends of the fight against corruption in Ukraine; legislation in the field of combating corruption, etc. The manual also takes into account the reports of international and Ukrainian non-governmental organizations, which highlight the results of sociological research on corrupt practices of officials and the prevalence of corruption in certain countries.

The purpose is to outline strategic measures to minimize corruption in Ukraine.

Methodology. The research on the topic of the article is based on the results of the analysis of scientific publications (*Brus and Arshynnikova, 2018*; *(Karabaza & Kozhukhova, 2018)*; *Khrykov & Vasynova, 2021)*; *Mykhnenko, Rusnak & Mudrov, 2013; (Olentsevych & Fominoi, 2018)* on corruption issues, analytical materials (2–3; *Koruptsiia; Stan koruptsii v Ukraini, 2023; Ukraina cherez koruptsiiu, 2023; Vid antykoruptsii do dobrochesnosti, 2020)*; legal and international acts *(Koruptsiia, 2006; Pro zapobihannia koruptsii, 2014)*.

To achieve this goal, a set of research methods was used:

– theoretical – interdisciplinary analysis of scientific literature to determine the state of development of the problem;

– analysis, synthesis, generalization – to identify the key elements, the introduction and implementation of which, in combination, will reduce corruption to a level that will not pose a serious threat to the state and society, to substantiate the theoretical provisions of the article and to formulate conclusions;

– forecasting and planning – to outline strategic.

2. Review of the source base on the issue and current legislation on liability for corruption offenses

The system of measures to prevent corruption in Ukraine, in particular in the public service, is regulated by a number of documents. First of all, the Law «On Prevention of Corruption», the requirements of which are reproduced and/or detailed in special acts of higher legal force for certain types of public service and in numerous bylaws. In addition, anti-corruption legislation establishes a set of restrictions and obligations for public servants, which together create the primary line of defense against corruption, which should prevent corruption offenses from occurring in the first place. Its immediate goal is not to bring to criminal liability, but to prevent the emergence of preconditions for corruption (illegal connection with private individuals, material or moral dependence of a public servant, etc.), to reduce the latency of corruption and to facilitate the detection of their signs in the behavior and life of officials

Among the most important international documents is the United Nations Convention against Corruption (UNCAC), which is also one of the world's most powerful anti-corruption instruments. The purpose of this Convention is to:

a) to promote the adoption and strengthening of measures aimed at preventing and combating corruption more effectively and efficiently;

b) to encourage, facilitate and support international cooperation and technical assistance in preventing and combating corruption, in particular in asset recovery;

c) promoting honesty, responsibility and good governance in the management of public affairs and public property *(Konventsiia, 2006)*.

An analysis of the current legislation on liability for corruption offenses suggests that Ukraine has a generally sufficient legal framework for effective anti-corruption. It provides for a whole range of criminal, administrative, civil, disciplinary and other measures that allow bringing to some type of liability almost any public official who has committed some kind of abuse of power or position *(Koruptsiia)*.

Thus, the adoption of a number of anti-corruption laws in Ukraine over the past ten years demonstrates the state's confident commitment to solving this problem. But, according to experts *(Mykhnenko, Rusnak & Mudrov, 2013)*, the enactment of anti-corruption laws is not enough to reduce the level of corruption in Ukraine. To improve the state of anti-corruption measures, it is necessary to ensure the legitimacy of all branches of government, and comprehensive work in this area is important.

3. Public opinion

A survey conducted in the winter of 2023 by USAID/ENGAGE in conjunction with the USAID «Support to Anti-Corruption Champion Institutions in Ukraine» «Interaction» (SACCI) Project found that citizens consider corruption to be a very serious problem for Ukraine (89% of respondents), second only to a full-scale invasion. Political corruption is the main and most serious type of corruption (81%). Despite a marked improvement in public perception of the prevalence of corruption, 94% of respondents still believe that corruption is widespread throughout Ukraine. The percentage of those who believe that the level of corruption has increased since the beginning of the full-scale war exceeds the percentage of those who believe that it has decreased, which means that society remains very divided on this issue *(Stan koruptsii v Ukraini, 2023)*.

Based on the above and our own observations, it should be noted that in countries where corruption is widespread, people tend to attribute all problems to corruption: refusal to hire, getting a bad grade in an exam, etc. One can assume that in any of these examples, corruption could have occurred. But the same outcome could have been the result of a personal mistake, poor management, incompetence, low level of experience, rules or regulations on the part of the public servant, imperfect procedures, etc. There are many reasons why a situation is the way it is, but it may not always be corruption-related. Even when there are no grounds, all this can create the impression of corruption.

Hence, the fight against corruption at the state level should begin with the fight against corruption at the level of personal education, first of all, with the formation of the competence of «responsibility» among the citizens of the country, i.e. their conscious attitude to the requirements of society, the ability to take responsibility for their own lives and actions. Our previous studies have shown that an important aspect of the fight against corruption is to ensure

the development of the ethical component of everyone (both employees and the population). A high level of moral qualities of a person (resident, community worker) and a conscious willingness to take responsibility for their work before people and the state is a key to preventing corruption in the course of performing official duties *(Khrykov & Vasynova, 2021)*.

Thus, one of the ways to prevent corruption is to create a culture of public professionalism. Therefore, it is important to work not so much against corrupt officials as for the integrity of the governance system. This approach was the basis for the work of the «Decentralization Offering Better Results and Efficiency» (DOBRE) program with 75 participating communities. During 2017–2019, the Civic Partnership for «Transparent Local Budgets», a DOBRE partner in the anti-corruption component, trained and advised communities on how to assess their corruption risks, develop and implement policies and procedures that will reduce these risks, and to use them on an ongoing basis and extend integrity practices to all areas of community activity, including the involvement of residents *(Vid antykoruptsii do dobrochesnosti, 2020)*.

The review of scientific developments on the research issue, the legal framework and the results of the public opinion poll led to the conclusion that *(Konventsiia, 2006; Koruptsiia; Pro zapobihannia koruptsii, 2014; Ukraina cherez koruptsiiu, 2023; Vid antykoruptsii do dobrochesnosti, 2020)*:

– corruption exists in any society, but there are different levels of perception of corruption by the population in different countries;

– corruption as a phenomenon is generally condemned in any culture, which is confirmed by the fact that most countries have adopted sufficiently strong anti-corruption legislation and numerous international agreements;

– corruption is inherent in all countries, but the scale of corruption is important in this aspect, etc.

4. Strategic measures to minimize corruption

The fight against corruption is a long-term process that requires constant efforts and cooperation from all sectors of society, but it is necessary to ensure a comprehensive approach to overcoming corruption.

In Fig. 1 highlights the key elements that, in our opinion, in combination, will reduce corruption to a level that will not pose a serious threat to the state and society, and in particular, have the potential to overcome this global phenomenon.

Taking into account the critical analysis of scientific works *(Karabaza & Kozhukhova, 2018; Mykhnenko, Rusnak & Mudrov, 2013)* and the results of previous studies *(Khrykov & Vasynova, 2021)*, the strategic measures to minimize corruption in Ukraine include:

1. Implementation of codes of ethics along with the creation of conditions conducive to their effectiveness.

2. Implementation and organization of measures for anti-corruption propaganda among the population, formation of public opinion that will ensure intolerance to corruption.

3. Introduction of effective public control over the activities of state bodies. However, public control should be understood as the activity of the public (subject of public control), which consists in identifying inconsistencies in the activities of public authorities, other state organizations and local self-government bodies with the provisions of legislative and other regulatory acts, expected results of state policy, standards of public services, etc., as well as influencing these bodies and organizations to eliminate such inconsistencies and the reasons that cause them.
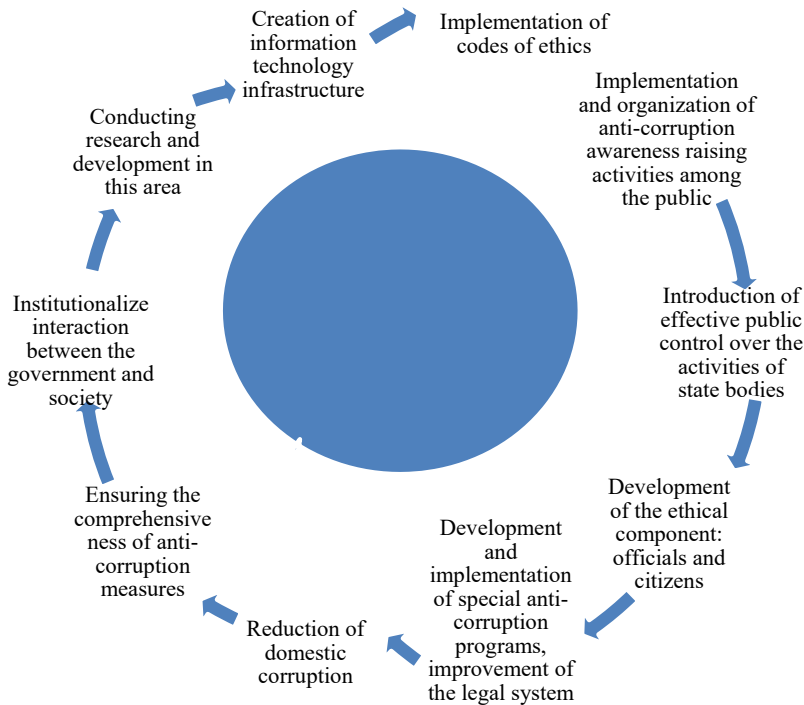
Fig. 1. Components of minimizing corruption

4. Development of the ethical component, raising the level of moral qualities of officials and citizens.

5. Development and implementation of special anti-corruption programs, further improvement of the legal system. The legislative framework for combating corruption should be supplemented, but an important aspect is to measure its effective impact on officials and citizens. Hence, it is proposed to conduct a relevant survey.

6. Reducing domestic corruption by optimizing administrative procedures.

7. Changes in basic social relations (reduction of gender inequality, reduction of property inequality).

8. Institutionalize interaction between the government and society. In particular, interaction with the society and encouragement of citizens' participation will ensure transparency of the authorities and expand opportunities for public control. To begin with, you can start communication/dialogue through forums, platforms for communication (online and offline).

9. Create an information technology infrastructure that will allow for the widespread use of electronic services; provide the opportunity to send instant text messages from citizens' mobile phones to a specified address for feedback.

10. Conducting research and development activities in the field of corruption prevention. Based on the results of the research, it may be

– methodological recommendations on activities to prevent corruption and resolve conflicts of interest are developed, including proposals to eliminate the causes that contribute to corruption;

– preparation of training manuals on the issue of ethics of civil servants and corruption;

– practical recommendations for improving the Codes of Ethics for civil servants were developed;

– training courses were developed on the issues to improve the skills of employees;

– overview lectures, seminars (webinars) for residents were prepared;

– methodological recommendations for the development of programs and planning of anti-corruption measures were prepared. It is interesting to note that the analysis of community programs and plans revealed that their content duplicates the provisions of legislative and regulatory documents, methodological recommendations, job responsibilities, and does not reflect the specifics of corruption risks in a particular community or specific measures to overcome them. It is established that it is common practice for the plan to remain unchanged for several years and to provide for a permanent deadline for the implementation of certain items, which indicates the formality of such plans and the fact that their implementation is not analyzed, etc.;

– expanding the positive global experience in fighting corruption, building good governance and the social practice of refusing to give bribes by providing opportunities to solve their problems in a non-corrupt way;

– developed methods for assessing the level of moral qualities of employees and citizens. For example, in the framework of previous studies, we have characterized the criteria for assessing the state of the ethical system of a territorial community and proposed a system of methods that can be used to determine the level of moral qualities of community leaders, employees and residents: surveys and assessments; observation; experiment; analysis of Internet materials on the life of the territorial community, in particular, the community website;

– special requirements for professional competence and situational tasks for competitions to fill vacant positions with the participation of experts were developed.

Conducting in-depth research on the issue, analyzing international experience, and introducing and implementing anti-corruption projects, among other things, has sufficient potential to increase integrity, so it can be classified as one of the anti-corruption tools.

In conclusion, we note that the issues of corruption and victory in the war against Russian invaders are not separate from each other, but are closely interrelated. In history, it has happened more than once that much smaller states in terms of territory and human potential have repelled the aggressor and won the war. But, as a rule, this victory was the result of more effective public administration, social unity, lower levels of corruption and high-quality personnel policy at all levels *(Ukraina cherez koruptsiiu, 2023)*.

The effective fight against corruption is not possible as a result of one-time and short-term actions of any degree of activity and severity at any level, but requires long-term socio-economic, political and legal transformations. These activities should be based on a combination of preventive and repressive measures. The priority role should be given to preventive measures at the national level *(Mykhnenko, Rusnak & Mudrov, 2013)*.

5. Conclusions

In addition, it is important to understand that the process of overcoming corruption is hampered by the involvement and interest of not only government officials, business, and education, but also ordinary citizens. Hence, it is precisely the comprehensive anti-corruption measures that will help to overcome corruption in Ukraine and guarantee the country's sustainable economic development.

Therefore, special attention should be paid to the analysis of integrity tools in this area, the analysis of successful international practices in anti-corruption reforms and the possibility of their adaptation to Ukraine, but taking into account the social and national mentality of society, which is the subject of further research.

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HR-MANAGEMENT DURING THE WAR: PERSONNEL SUPPORT

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Summary

The relevance of the chosen topic is defined in the article. The essence of the concept of HR-management and personnel management is considered. The main differences in the application of HR-management and personnel management are studied. The scientific approaches to consider the elements of the personnel management system are defined.

The values of personnel management are considered. The main components of personnel management in war conditions are studied. The functions of personnel management are defined. Challenges that arise in the personnel management system in connection with the beginning of military operations on the territory of Ukraine are considered.

The dynamics of changes in the volume of average monthly salaries of employees and the level of unemployment in Ukraine are studied. According to the results of the review of the considered indicators trends changing, it`s possible to confirm that there is a multidirectional change in the average monthly salaries of employees and the unemployment rate in Ukraine.

The importance of providing support to personnel who continues to work despite all the difficulties that arise today and may arise in the future is determined. The experience of remote control of the company`s personnel in the war conditions to ensure work efficiency and safety of employees is studied. A set of measures, aimed at supporting personnel in war conditions, are developed. The results of the conducted research are summarized and the prospects for continuing the research on the chosen topic are avaluated.

Key words: HR-management, personnel management, war conditions, military operations, work efficiency and safety of employees, personnel support.

1. Introduction

Today`s global challenges encourage the introduction of significant changes and transformations in the economic, political and social life of society in general, as well as in the activities of business entities. As a result, leading international and domestic companies face the problem of effective management of resources implementation in war conditions.

The most valuable resource for an enterprise is it`s staff. This isn`t surprising, since the success of the implementation of business processes is closely related to the appropriate application of the professional competence of specialists. It`s professional skills are as well as personal characteristics of human resources expert as significant influence on the adoption of quick and effective decisions aimed at ensuring financial stability, achieving the prospects of strategic development of companies in accordance with global goals of the company`s development.

Therefore, managers increasingly focus attention on the implementation of   HR-management practices. This practice involves the implementation and coordination of actions, related to hiring, management, motivation, professional development of personnel, based on the application of effective and flexible conceptual models of HR-management. Above HR-management trends determine the relevance of the chosen topic.

The study of the essence and meaning of HR-management in the conditions of globalization is covered in the works of such scientists as O. Gh. Cherep, O. S. Cymbal, Kh. V. Drymalovsjka, Ju. V. Kaljuzhna, O. V. Kushneryk, L. V. Mykhajlichenko, M. M. Novikova, Ju. L. Orel, A. B. Pochtovjuk, K. A. Prjakhina, A. B. Shved, A. A. Smaghljuk. In addition, it`s necessary to pay attention to the works, devoted to the study of the role of HR-management in the organization.

The purpose of the article is to study approaches to understanding the essence of HR-management, to show common and different characteristics between personnel management and HR-management, to determine the role of HR-management in the organization. To fulfill the set goal, it`s necessary to implement a number of tasks, such as:

– considering the essence of the concept of HR-management and personnel management;

– defining the scientific approaches to consider the elements of the personnel management system;

– considering the functions of personnel management in the organization;

– determining the importance of providing support to personnel in the organization.

The object of the research is the personnel of the enterprise. The subject of the research is the role of the personnel management system for supporting employees in war conditions. In the research it`s used scientific methods such as data analysis, comparative analysis. The logic of presenting the researched material consists of studying the theory and then the practice of the chosen topic. The novelty of the research is the development of strategies for supporting the company`s employees.

2. The elements of the personnel management system

HR-management covers the aspects of recruitment and personnel management of companies. The concept of HR-management originates from the category of personnel management. In turn, personnel management comes from the management of labor resources or social security. In the 1980-s, against the background of economic recession and increasing pressure on business entities due to globalization and the accelerated pace of changes, caused by technological development, a number of scientists began to think about the personnel of enterprises from a different perspective. The combination of different views on this economic phenomenon turned into what became known as HR-management.

The most valuable asset of the company is the employee. It`s the professionalism, relevant abilities, skills and personal qualities of the staff that allow the organization to achieve it`s goals. Interpreting HR-management, scientists use the appropriate approaches to understanding the essence of HR-management. HR-management includes basic components that are aimed at the successful implementation of an effective personnel policy of the management of an economic entity:

– systemic policy: development of personnel strategy, selection, adaptation, evaluation, development of personnel motivation;

– strategic policy: the main components are determined on the basis of the McKinsey model (strategy, skills, competencies, shared values, structure, systems, regulations, colleagues, management style) and the 5-C model (strategy, consideration of goals, functions, structure and performance evaluation, employees, incentives, shared values);

– social policy: continuity of professional development of personnel and focus on talents;

– innovative policy: personnel marketing, corporate culture management, personnel assessment, recruitment of personnel, staff adaptation, staff motivation, career development, conflict management, personnel development management.

The basic components of each of these approaches are related mainly to the development of a personnel management strategy, the creation of the necessary conditions for his professional development, and the satisfaction of personal needs. Since HR-management belongs to the part of management studies that focuses on how to attract, hire, train, motivate and retain employees who is a source of competitive advantage in the global environment, it`s important to quickly respond to it`s complex changes. This means understanding the consequences of the resulting external environment, which includes globalization, the global economy, technological change, workforce diversity, workforce shortages, changing skill requirements, continuous improvement initiatives, mergers. Therefore, HR-management specialists should form a flexible personnel policy, based on the key components of HR-management in order to meet today`s global challenges *(Pochtovjuk A. B., 2020: 98)*.

HR-management can be considered from two positions. First, the role of HR-management in the organization consists in the implementation of strategic, tactical and administrative tasks, related to personnel management. Secondly, HR-management is the work of every manager, regardless of whether help to hold the position of manager or is an employee of the HR-department. All managers have a certain responsibility for ensuring effective personnel management in their work.

3. The difference between HR-management and personnel management

Despite the existence of a relationship between HR-management and personnel management, there`re still certain differences. Personnel management is an administrative function of the organization, which consists in the formation and distribution of tasks and responsibilities among employees to ensure coordinated and effective activities. It formed a traditional approach to managing employees, which focuses on compliance with the organization`s policies and rules.

Personnel management is related to planning, analyzing activities, selection of necessary specialists, assessment of labor productivity, as well as professional development, understanding of the needs and motives of co-workers, settlement of labor disputes. Therefore, the implementation of general management functions is applied to personnel management: planning, organization, motivation, control and regulation.

In the author`s opinion HR-management is the branch of management that deals with attracting, supporting, developing, using and coordinating the work of people in such a way that they work selflessly. This refers to the systematic function of planning needs and requests in human resources, selection, training, formation of a reward system and evaluating labor efficiency coefficient to meet these requirements.

HR-management is a continuous process of ensuring the availability of a ready workforce, that is the appropriate and the effective distribution of responsibilities and help to distribute tasks among employees. This is the art of using the organization`s human resources in the most effective and rational way. HR-management covers a wide range of activities, focusing on the following categories:
– employment;
– recruitment and selection;
– training and development;
– personnel health and safety;
– working conditions;
– assessment of professional qualities of personnel and productivity of their work.

The main difference between personnel management and HR-management lies in the scope of coverage of the main aspects and attitude to personnel. Thus, the field of personnel management is limited and has an inverted approach, in which employees are considered as a tool. On the other hand, HR-management considers employees as an asset of the organization. The priority is given to human values and individual needs, which are combined with professionalism due to providing following polices such as:

– taking care of the interests of employees;

– getting the desired result;

– demonstrating personnel feeling the value and the significance for the company to be ready for changes *(Kushneryk O. V., 2020: 126)*.

Having considered the main differences between personnel management and HR-management, it`s appropriate to give an interpretation of the studied concept. After all, economists interpret HR-management from different angles:

– the system of strategic orientation of the company, which has its own characteristics due to the multinationality of international teams: cultural and psychological compatibility of personnel, opportunities to exchange experience;

– a strategic and holistic approach to the management of the personnel of the business entity, which contributes to the achievement of the set goals of the organization *(Orel Ju. L., 2023: 8)*;

– an innovative strategic approach to the management of the most valuable assets of the enterprise, namely the personnel who implements professional abilities to achieve the goals of the organization;

– a strategic and coordinated approach to the management of the organization`s most valuable assets considers the people who makes their collective efforts to achieve the defined goals *(Novikova M. M., 2021: 128)*.

4. The functions of personnel management in the organization

The beginning of military operations on the territory of Ukraine made it possible to identify the illogicality in the growth of the average monthly salary of employees with the simultaneous increasing in the rate of unemployment in the labor market that is reflected on figure 1 and on figure 2.
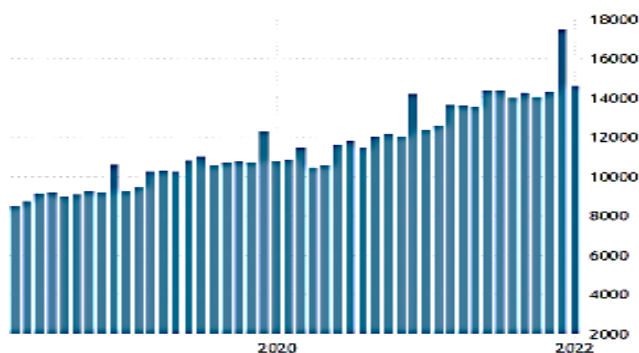

Fig. 1. The dynamics of change in the average monthly salary of employees in Ukraine in 2018–2022 years *(Analytical note of the ILO)*

From figure 1 a conclusion can be drawn that the beginning of military operations in Ukraine led to a decreasing in the level of the average monthly salary of employees in Ukraine in 2018–2022 years.
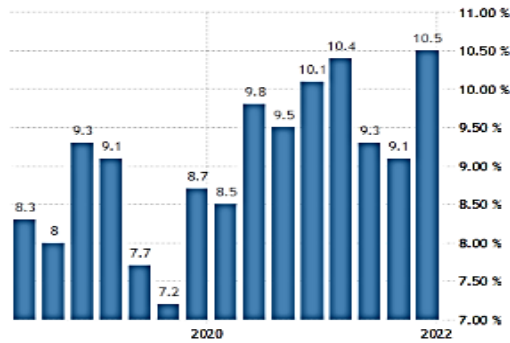

Fig. 2. The dynamics of change in the rate of unemployment in the labor market of Ukraine in 2018–2022 years, % *(Analytical note of the ILO)*

From figure 2 a conclusion can be drawn that the beginning of military operations in Ukraine led to an increasing in the level of the rate of unemployment in the labor market of Ukraine in 2018–2022 years. Thus, the start of hostilities on the territory of Ukraine led to an aggravation of the economic situation of the heads of enterprises, due to which the heads of enterprises reduced the amount of the average monthly salary of employees. Dissatisfied with the decreasing in the regional average monthly salaries, employees quit their jobs, which led to an increase in the unemployment rate in Ukraine. That is why, in order to preserve the integrity of the company`s personnel structure, HR-managers should use the widest range of powers to motivate employees to stay at the company, as well as implementing a wider range of functions of the company`s personnel management.

The main functions of HR-management include the following: personnel selection, training, development, motivation and support. Each of these functions involves the implementation of relevant tasks. Therefore, let`s dwell in more detail on the specified HR-management functions such as:

– studying of the needs of the organization in the necessary human resources;
– forecasting the volume of labor supply and demand;
– implementation of the process of forming tasks that the employee should perform in accordance with the position held;
– personnel selection, based on recruiting, interviews;
– recruitment of personnel and their socialization;
– staff training and development: determining the field of activity in which the employees need to improve their qualifications;
– giving employees the opportunity to prove themselves by performing complex tasks;
– the appropriate level of knowledge and skills allows employees to perform assigned tasks, which, in turn, contributes to the development of a positive attitude to work;
– evaluation of the results of the employees` activities in accordance with the established criteria and goals of the organization;
– the use of incentives and penalties to stimulate the work of human resources;

– formation of a positive working climate (establishment of labor relations between staff and management in the middle of the team itself);

– providing medical insurance.

The use of HR-management allows managers to obtain powerful business analytics for effective HR-management, risk management and employee training. HR-management, also, allows them to develop talents and improve communication and cooperation between employees in the team. In addition, the following functions of the HR-management play an important role for the enterprise:

– determination of the skills and experience of employees necessary for high-quality performance of work, which can facilitate the hiring of the right employees, determination of appropriate remuneration and creation of training programs;

– policy formation regarding health and safety, responsing to employee complaints, cooperating with trade unions, which will contribute to compliance with regulatory requirements;

– performance evaluation, as the obtained results won`t only contribute to the growth of employees through constructive feedback, but will, also, serve as a reference point for promotion, career advancement;

– recognition of achievements and rewards is a proven way of motivating employees to take responsibility for business goals;

– ensuring the professional development of employees, which will contribute to increasing productivity, reducing staff turnover and minimizing the need for control (*Cherep O. Gh., 2023: 5*).

In the author`s opinion it`s an important duty of a modern HR-manager is to create and manage programs that improve the efficiency of the workplace and the relationship between the employer and the employee. Within the framework of this goal, the following tasks are assigned to the HR-manager:

– staffing the enterprise with personnel;

– development of workplace policy;

– management of salaries and benefits;

– retention of talented employees.

5. The importance of providing support to personnel in the organization

The main task of the HR-management of the enterprise today is to understand the selection and motivation of personnel, including the ability to train personnel to work in a team and to control the teamwork of personnel. In addition, the motivation of the staff`s work should take the form of the main elements of the interaction formation process, thereby eliminating the interference between social and personal needs of the staff. However, modern methods of motivation, which are used in Ukraine, don`t meet the requirements of employees of enterprises and even contradict them.

Materials need come to the fore, which have the greatest impact on the productivity of personnel, their attitude to work and the quality of task performance. However, this doesn`t mean that intangible incentives aren`t important. Every employee should perform interesting, important and useful work, work in pleasant working conditions, as well as receive adequate material remuneration and have prospects for professional development (*Drymalovsjka Kh. V., 2022: 60*).

In the author`s opinion HR-management of the enterprise involves training of employees. When employees develop new skills, they tend to be more productive and satisfied with their work. Some of the training programs that HR-departments typically provide include team-building activities, policy and ethics education and   on-the-job training and skills, such as how to operate a machine or computer program. Also, HR-management of the enterprise ensures compliance with labor standards.

Workplace laws, related to discrimination, health care or salaries and hours are constantly changing. Therefore, HR-managers are obliged to monitor these changes and make appropriate adjustments to the work process. Safety in the workplace means protecting not only the physical health of employees, but includes their personal information. In order to minimize employee`s compensation claims and data breaches, HR-managers should implement security measures and ensure compliance with all standards. In the author`s opinion the experience of remote control of the company`s personnel during the war can be decisive importance for ensuring the efficiency of work and the safety of employees. Practice proves that some enterprises may have experience of working in extreme situations, such as natural disasters, pandemics or other emergency situations.

The implementation of HR-management at the enterprise in war conditions will allow obtaining a number of advantages that will positively affect the productivity of activities, in particular, this process will allow:

– to simplify payroll processes;

– to integrate all data about the company`s employees into a comprehensive system, which, in turn, will allow to significantly reduce overhead costs;

– to increase the efficiency of activities enterprises;

– to enable employees to manage personal information and to take an active part in career advancement, as well as developing and retaining important skills.

HR-management functions reveal the role of this economic phenomenon in the organization. The implementation of these functions is aimed at achieving the goals of the business entity, being influenced by the external environment.

6. Conclusions

HR-management is an integral part of organization management; according to this practice, staff is a valuable asset, human values and individual needs are combined with professionalism. Approaches to understanding the essence of the economic category HR-management reveal the main components of the successful implementation of an effective personnel policy of the management of the business entity. Implementation of the functions of the studied economic phenomenon allows achieving the set goals of the organization under the influence of external environmental factors.

Based on today`s realities, in order to create a security situation at the enterprise, HR-managers should adhere to the following tasks:

– to create briefings for the purpose of forming a clear algorithm of actions in a critical situation;

– to determine the change in the productivity of the company`s employees and optimally distribute tasks between them in order to improve different indicators;

– to provide psychological support to employees, which will help them to survive crisis situations and to maintain mental health at an appropriate level;

– to organize comfortable conditions for working in face-to-face;

– to improve interpersonal connections between employees, which, in turn, are of crucial importance for the overall productivity of the employees.

It`s also appropriate to emphasize that the role of HR-managers in the conditions of martial law is particularly important for any enterprise. Companies need to understand how to determine their priorities, rebuild or change approaches to leadership in business, as well as what strategy to choose for team cooperation in the conditions of martial law. These specialists should ensure internal and external communications at enterprises, because communication plays an important role in corporate life, so they should support and direct itn`t only within the work team, but, also, externally among partners, clients.

During the war, companies need to become even more acute and the main requirement for communication is relevance and quality, as well as reliability. In addition, HR-managers should support corporate values, which are the driving force that creates a special personal atmosphere in the team. This kind of atmosphere will allow to create good friendly relations between co-workers. As for the search for new personnel, HR-managers should keep documentation on this issue at the highest level from reviewing resumes and creating applicant databases to internal company`s documents, taking into account the changes that occurred during war conditions.

The conducted analysis of the features of the HR-management of the enterprise allows managers to note the key role of the implementation of this type of management at the enterprise in crisis situations, especially in the conditions of martial law, because the correct application will give an opportunity to increase the productivity of the personnel. The main aspects of the implementation of the HR-management of the enterprise from the perspective of challenges and realities of today made it possible to highlight a number of advantages of this managerial activity in the war conditions. In the perspective of further research, there is an urgency to comprehensively study the formation of the company`s HR-management system in the context of modern challenges and realities of today. That`s why it`s necessary to continue conducting research on the chosen topic.

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HEALTH, ENVIRONMENT, DEVELOPMENT

BIOREALIZATION ENGINEERING TECHNOLOGIES FOR CANCER DIAGNOSIS: IMPACT ON THE HEALTH SYSTEM

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Summary
This article delves into the analysis of the impact of bio-realization engineering technologies on cancer diagnostic processes within the contemporary healthcare system. The objective of the article is to identify the potential of molecular-genetic testing and other bio-realization methods in enhancing diagnostic capabilities and therapeutic approaches for oncological diseases. To achieve this goal, general scientific methods of analysis and synthesis of existing research in this field are utilized, including a review of scientific literature and a critical analysis of the results of experimental studies. The findings confirm the significant impact of bio-realization engineering technologies on the advancement of cancer diagnostics. Specifically, molecular-genetic testing opens new avenues for early detection and personalized treatment approaches for cancer, based on the genetic characteristics of tumors. These technologies are particularly valuable for countries with limited medical resources, as they offer cost-effective and efficient solutions that provide broader access to quality diagnostic services. They also contribute to improving the overall efficacy of treatment strategies and optimizing medical research, reducing the burden on medical staff. The practical significance of the obtained results lies in the possibility of their application in the development of new diagnostic tools and techniques aimed at enhancing the accuracy, accessibility, and efficiency of cancer treatment. This, in turn, may contribute to reducing mortality from oncological diseases and improving patients' quality of life. Bio-realization engineering technologies, particularly molecular-genetic testing, play a pivotal role in modern oncological diagnostics, offering promising opportunities for the improvement of diagnostic and therapeutic procedures for cancer. Their integration into the healthcare system enhances diagnostic accuracy, treatment accessibility, and the overall level of medical services, opening new horizons in the fight against oncological diseases.

Key words: molecular-genetic testing, bio-realization engineering technologies, cancer diagnostics, healthcare system, personalized treatment.

1. Introduction

In recent decades, engineering technologies have advanced rapidly, introducing innovative approaches across numerous fields, including healthcare. Among these innovations, bio-realization technologies hold a special place, promising to revolutionize cancer diagnostics. This topic is particularly relevant given the high incidence of cancer worldwide and the critical need to improve access to quality diagnostic services.

The issue of access to precise and effective diagnostic tools is especially pressing in developing countries, where approximately 70% of cancer cases are diagnosed at advanced stages of the disease *(Mayoral-Peña et al., 2022)*. In developed countries, the situation is somewhat better, yet still problematic. For instance, in 2019, the United States diagnosed 1,806,590 new cases of cancer, with 606,520 fatalities. The most common types of cancer include breast cancer, lung and bronchial cancer, prostate cancer, colorectal cancer, among others. It is also noted that approximately 39.5% of men and women will be diagnosed with cancer at some point during their lifetimes *(Cancer Statistics, 2023)*. The overall cancer mortality rate has been declining since the early 1990s, indicating progress in combating the disease. However, challenges remain, particularly in light of the rise of other risk factors, such as obesity in the United States *(Lorenzoni, 2019)*.

Over the past two decades, there has been a rapid increase in the availability and use of diagnostic imaging technologies, such as CT, MRI, and PET scanners, in most OECD countries. Japan, Australia, the United States, and Denmark are among the countries with the highest number of these diagnostic technologies per capita. A high level of utilization of these diagnostic scanners was noted in the United States, Austria, and Iceland, where more than 340 examinations per 1,000 population were conducted in 2019. Such high usage underscores the critically important role of these technologies in the diagnosis and treatment of cancer *(OECD, 2021)*.

Furthermore, the cancer diagnostics market is expected to grow significantly, especially in North America, driven by an increasing burden of oncological diseases and a focus on the development of new diagnostic devices. Statistics from the American Cancer Society indicate an increase in the number of new cancer cases in the US from 1,918,030 in 2022 to 1,958,310 in 2023. Government initiatives, such as President Biden's "Cancer Moonshot," aim to halve the cancer mortality rate over 25 years, which will contribute to further growth in the cancer diagnostics market *(Cancer Statistics, 2023)*.

The objective of the article is to identify the potential of molecular-genetic testing and other bio-realization methods in enhancing diagnostic capabilities and therapeutic approaches for oncological diseases.

2. The Significance of Bio-Realization Engineering Technologies for Cancer Diagnostics

Accurate diagnosis is the first and a crucial step in treating any disease. This is particularly true for malignant pathologies, where a well-chosen examination can literally be life-saving. Modern diagnostics of oncological diseases encompass a range of cutting-edge medical technologies and methods, enabling the acquisition of more comprehensive information about the development of malignant tumors and conducting their treatment with higher effectiveness. Currently, there are diagnostic techniques that allow for precise determination of the cancer type, its stage, size, characteristic gene mutations, and many other features. This empowers physicians to employ a personalized approach to treatment, select the most effective strategy, monitor therapy effectiveness, and promptly detect recurrences.

During oncological diagnostics, various groups of complementary studies are utilized. Innovative cancer diagnostic methods hold particular significance for making accurate diagnoses, providing physicians with the most crucial and precise information, revealing unique data about the tumor, and offering a complete picture of the disease. This, in turn, allows for the application of an individualized treatment approach for each patient and significantly improves therapeutic outcomes *(Gu et al., 2009)*.

Among the most sought-after and accurate cancer diagnostic methods are:

– Magnetic Resonance Imaging (MRI): This method uses magnetic fields and radio waves to create detailed images of organs and tissues within the body. MRI is particularly useful for visualizing soft tissues such as the brain, spinal cord, and internal organs.

– Positron Emission Tomography with Computed Tomography (PET-CT): This method combines PET and CT technologies, allowing for the simultaneous acquisition of high-resolution images and information about the metabolic activity of tissues. PET-CT is especially effective for detecting cancer and metastases.

– Stereotactic Biopsy: This high-precision biopsy method uses computer guidance to accurately determine the tumor's location in three dimensions, enabling precise tissue sampling for histological examination, even from hard-to-reach areas.

– Endoscopic Diagnostics: Using a thin, flexible tube with a camera at the end (endoscope), this method allows doctors to directly examine internal organs and channels, such as the gastrointestinal tract, respiratory pathways, and even some blood vessels.

– Molecular-Genetic Testing: This method analyzes genes, chromosomes, and proteins in cancer cells, allowing for the identification of specific mutations and markers. Molecular-genetic testing can indicate the most effective treatment methods for certain types of cancer and the risk of disease development in relatives *(Pantel et al., 2024)*.

3. Bio-Realization Engineering Technologies for Cancer Diagnostics: Practical Applications

Molecular-genetic testing represents a category of bio-realization engineering technologies employed in cancer diagnostics. This technology involves the development and use of biomarkers that are specific to certain types of cancer cells or DNA mutations associated with oncological diseases. It enables the identification of genetic anomalies at the molecular level, providing valuable information for early diagnosis and determining the optimal treatment.

Molecular-genetic testing is an innovative direction in the diagnosis and treatment of oncological diseases, based on the analysis of genetic markers and DNA mutations associated with cancer development. This method allows for the identification of unique genetic characteristics of a specific tumor, facilitating the selection of personalized treatment with higher chances of success *(Wilchek, Bayer, & Livnah, 2006)*.

The evolution of bio-recognition systems, such as antibodies that play a key role in recognizing and binding with specific target molecules, is fundamental to the development of molecular-genetic diagnostic tests *(Williams, Stephens, O'Brien, & Zhou, 2004)*. These tests are used to determine the presence or absence of specific mutations or gene expressions that may indicate a predisposition to certain types of cancer or a response to specific treatment methods.

Significant progress in understanding the molecular mechanisms of cancer diseases and the development of bio-recognition technologies, particularly molecularly imprinted polymers (MIPs) and recombinant antibodies, greatly expands the possibilities for early diagnosis and effective cancer treatment *(Landry, Ke, Yu, & Zhu, 2015)*.

These achievements not only contribute to increasing the accuracy and sensitivity of diagnostics but also open new perspectives for developing personalized therapeutic strategies targeting specific genetic markers in tumor cells, ensuring greater treatment efficacy and fewer side effects *(Haßel & Mayer, 2019)*.

Molecularly Imprinted Polymer (MIP) technology represents an innovative approach in medical science, especially in the field of oncology. It involves creating synthetic polymers with embedded molecular "imprints" that have selective affinity for specific biomolecules, particularly those associated with cancer diseases.

Let's explore the main functions and applications of MIPs in oncology:

– Fluorescent Biovisualization: MIPs are used for visualizing hyaluronic acid, a key component of the tumor matrix *(Alexander et al., 2006)*. This allows for precise determination of the localization and size of tumor formations.

– Targeted Drug Delivery: Applying MIPs in the form of nanocarriers with quantum dots to transport anti-tumor drugs directly to cancer cells, thereby reducing the impact on healthy tissues *(Cieplak & Kutner, 2016)*.

– Enhancement of Radiotherapy: Using MIPs incorporated with gold nanoparticles in microgels to increase the effectiveness of radiotherapy while minimizing damage to healthy tissues *(Kissinger, 2005)*.

– Electroanalytical Detection of Medications: MIPs are used to simplify the process of detecting medications, such as 6-mercaptopurine used in leukemia treatment, in biological samples *(Bazin et al., 2017)*.

– These applications of MIPs in oncology demonstrate their significant potential both in diagnostics and treatment of cancer, enabling more personalized and effective approaches.

4. Advantages and Disadvantages of Bio-Realization Engineering Technologies

Bio-realization engineering technologies, such as Molecularly Imprinted Polymer (MIP) technology, play a significant role in advancing medicine by offering innovative approaches to diagnostics, treatment, and disease monitoring. MIP involves creating selective ligand recognition sites in synthetic polymers that can interact with specific molecules like proteins, peptides, or nucleotides with high specificity and sensitivity. This allows for the use of MIPs in a wide range of applications, from developing new diagnostic biosensors to creating targeted drug delivery systems.

Let's consider the advantages of this technology:

– Cost-effectiveness: MIPs are relatively inexpensive to produce compared to natural bioreceptors like antibodies.

– Stability: Molecularly imprinted polymers are highly stable under various conditions, including a wide range of pH levels and temperatures, making them ideal for diverse applications.

– Durability: MIPs can retain their functionality over a long period, ensuring a long lifespan for diagnostic and therapeutic systems.

– Scalability: The technology allows for mass production of polymers, critical for commercialization.

Now, let's look at the disadvantages:

– Binding Capacity: A limited number of binding sites may reduce the efficiency of interaction between the polymer and the target molecule.

– Non-specific Binding: There is a potential for non-specific binding due to physical interactions between the polymer and other molecules, which can affect accuracy and specificity.

– Accessibility of Binding Sites: In some cases, the binding sites may be physically inaccessible to target molecules due to the structural features of the polymer.

– Polymer Rearrangement: Long-term use or extreme conditions can lead to rearrangement or degradation of the polymer structure, affecting its functionality.

Overall, the positive aspects of MIPs, such as high specificity, stability, and cost-effectiveness, make them a promising technology for various medical applications. However, to fully realize their potential, it's important to consider and minimize possible downsides, including limitations in binding capacity and risks of non-specific binding.

5. The Impact of Bio-Realization Engineering Technologies on Cancer Diagnostics in the Healthcare System

The impact of bio-realization engineering technologies, particularly Molecularly Imprinted Polymers (MIPs), on cancer diagnostics within the healthcare system is significant and multifaceted. These technologies pave new paths for early detection and precise diagnosis of cancerous conditions, which is critically important for enhancing treatment effectiveness and increasing patients' chances of successful recovery.

Prospects and impact on cancer diagnostics:

– Early Detection: MIPs provide highly specific recognition of cancer biomarkers, which can facilitate the early detection of subtle tumor formations. This, in turn, increases the chances of successful treatment and reduces the risk of complications.

– Personalized Diagnostics: The use of MIPs allows for the customization of diagnostic approaches to individual genetic features of patients, ensuring more accurate determination of cancer type and stage.

– Efficiency and Cost Reduction: MIPs have the potential to lower the cost of diagnostic tests due to their high stability, long shelf life, and ease of production scaling. This can lead to broader access to quality diagnostic services.

– Diagnostic Innovation: The introduction of MIPs into medical practice stimulates the development of innovative diagnostic methods that include nanotechnology, electrochemical detection, and fluorescent visualization.

Bio-realization engineering technologies, specifically Molecularly Imprinted Polymers (MIPs), are revolutionizing approaches to cancer diagnostics in the healthcare system, especially in countries with limited resources. These technologies offer an economical and efficient solution for early detection and accurate diagnosis of cancer, providing access to quality medical services to a wider population. The significance of MIPs lies not only in their ability to precisely identify cancer biomarkers but also in the scalability and stability of these polymers, making them ideal for use under various medical conditions.

Since MIPs can be produced at a lower cost compared to traditional bioreceptors, they have the potential to reduce the cost of diagnostic tests, making them more accessible to medical facilities in countries with limited budgets. This could lead to a wider implementation of early screening and cancer diagnostics, increasing the chances of successful treatment.

In developed countries, the use of MIPs is also significant due to their potential to enhance the accuracy of diagnostic methods and treatment effectiveness. The introduction of these technologies can contribute to further automation and optimization of medical research, reducing the burden on medical staff and improving the overall quality of healthcare services.

6. Conclusions

The application of bio-realization engineering technologies, particularly molecular-genetic testing, is significantly transforming approaches to cancer diagnostics within the global healthcare system. These technologies, grounded in the analysis of genetic markers and mutations, are unveiling new possibilities for early detection of oncological diseases and the development of personalized treatment strategies. Their capacity to identify unique genetic characteristics of tumors at the molecular level facilitates the selection of targeted treatments, enhancing patients' chances of successful recovery.

Bio-realization engineering technologies prove especially valuable for countries with limited resources, where access to quality medical care is often constrained. The cost-effectiveness, stability, and scalability of molecular-genetic testing can provide broader access to advanced diagnostic services, improving early detection and treatment of cancer in these regions. Thus, bio-realization engineering technologies have the potential to uniformly elevate the quality of medical care on a global level, making cutting-edge diagnostic solutions accessible to a wider patient demographic.

However, it's also essential to consider potential limitations and challenges associated with the implementation of these technologies, such as the risk of non-specific binding and limited binding capacity. Active research and further optimization of bio-realization engineering technologies can help overcome these hurdles, ensuring their more effective application in clinical practice.

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ANALYSIS OF VARIANCE SPERMOGRAM INDICATORS OF MEN DIFFERENT AGE GROUPS WITH ASTENOZOOSPERMIA, TERATOZOOSPERMIA AND AZOOSPERMIA

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Summary

In recent decades, a decline in male fertility due to deterioration in sperm quality has been noted around the world. This is probably explained by the tendency to increase the diseases of the male genital organs and, as a result, the increase in the percentage of male infertility. In addition, there is a deterioration of the quantitative and qualitative indicators of spermograms in practically healthy men. The average number of sperm in the ejaculate of a healthy man has halved over the past 50 years, and the average volume of ejaculate has decreased by one third. It is known that the multicomponent composition of the internal male genital organs is in constant restructuring due to age changes, functional activity and the influence of various factors. That is why it is important to take into account both physiological and age-related changes in a man's ability to conceive.

Diagnosis of male infertility includes clinical research methods and methods of laboratory-instrumental examination. Among the latter, the most important for finding out the functional state of the gonads and the fertilizing ability of sperm is the study of ejaculate. The object of our research was spermograms obtained during the examination of patients at the "Alternative Clinic" reproductive medicine clinic.

The purpose of the work was using biometric analysis to the different indicators of men spermograms of younger, middle and older age groups with normozoospermia (N), asthenozoospermia (AZS), teratozoospermia (T) and azoospermia (A). The task of the research was to analyze the main indicators of spermograms of men of different age groups in normal and pathological conditions, to conduct a one-factor and two-factor variance analysis of the influence of the studied diseases and age factor.

After analyzing the main indicators of spermograms of men of younger, middle and older age groups with asthenozoospermia, azoospermia, and teratozoospermia, it was established that the indicators that undergo the greatest deviations in the studied diseases are the mobility of spermatozoa according to categories A and B, the morphology of spermatozoa, the Farris fertility index, and the activity of spermatozoa.

After conducting a one-factor variance analysis, we established that the share of the influence of the studied diseases on the overall variability of such indicators of spermograms as the mobility of spermatozoa according to category A and B and the morphology of spermatozoa in the spermograms of men of the studied age groups is within 63–98% of the total contribution (younger age group), 60–96% (middle age group) and 75–96% (older age group). The share of influence of unaccounted factors is within 2–40% of the total contribution. The share of the influence of the studied diseases in the overall variability of such indicators as the Farris index

and sperm activity in the spermograms of men of all studied groups is significantly reduced and is within 22–44% of the total contribution. Instead, the influence of unaccounted factors (56–78% of the total contribution) is growing significantly. This may indicate the presence of concomitant diseases and other pathologies in the men who took part in the research.

After conducting a two-factor variance analysis, we established that the shares of the influence of the studied diseases on the overall variability of such indicators of spermograms as motility of spermatozoa according to category A and B, morphology of spermatozoa, Farris fertility index and activity of spermatozoa are decisive and are within the range of 90.7–99.9% of the total contribution, the share of the influence of the age factor on the variability of spermogram indicators of men of different age groups is insignificant.

Key words: spermogram, normozoospermia, asthenozoospermia, teratozoospermia, azoospermia, infertility, age factor.

1. Introduction

In recent decades, a decline in male fertility due to deterioration in sperm quality has been noted throughout the world. This is probably explained by the tendency to increase diseases of the male genital organs. In addition, there is a deterioration of the quantitative and qualitative indicators of the spermogram in practically healthy men *(Gorpynchenko, Gurzhenko, et all, 2019; Amini, Kahrobaie, et all, 2020)*. The average number of sperm in the ejaculate of a healthy man has halved over the past 50 years, and the average volume of ejaculate has decreased by one third *(Tarnovska, Henega, et all, 2022)*.

The reasons that lead to a decrease in the quantitative and qualitative parameters of sperm remain unknown. There are studies that give reason to believe that lifestyle factors (stress, smoking, alcohol, exposure to environmental chemical factors that have estrogenic activity, urbanization, etc.) negatively affect the male reproductive system, which is the most vulnerable and least protected *(Yatskiv, Tarnovska, 2012; Tarnovska, Henega, et all, 2018)*.

It is known that a decrease in the fertilizing capacity of the ejaculate can be observed without any deviations from the normal parameters of a routine spermatological examination. In about 30% of cases, the study of the spermogram does not give an unequivocal answer about the root cause of reduced fertility, because changes in this function occur at the functional molecular-biological or biological level *(World Health Organization, 2010)*. Thus, in order to establish the fact of male infertility and its probable cause, along with objective and other types of examination of the patient, a complex laboratory study of ejaculate is first of all necessary *(Arya, Dibb, 2016; Gorpinchenko, Romanyuk, 2016)*.

Despite the large base of research, the problem of male fertility decline has not yet been resolved, the cause and relationship of the decrease in quantitative and qualitative ejaculate parameters, the decrease in the fertile capacity of the ejaculate in the absence of deviations from the normal parameters of the ejaculate have not been definitively established, the relationship and mutual influence have not been investigated these parameters on each other *(Danis, Samplaski, 2019)*. The problems of protecting the reproductive systems of the male body from the influence of negative factors that lead to a decrease in male fertility, building models of the probable causes of the decrease in male reproductive capacity remain relevant. It is also important to study the age-related factor of male fertility decline in relation to other factors *(Tarnovska, Heneha, 2022)*.

The aim of the work was the biometric analysis of spermograms of men of different age groups with normozoospermia, asthenozoospermia, teratozoospermia and azoospermia. The task of the study: to analyze the main indicators of spermograms of men of the younger (20–29 years), middle (30–39 years) and older (40–50 years) age groups with normozoospermia, teratozoospermia, azoospermia and asthenozoospermia, to conduct one-factor and two-factor variance analysis of the influence of the studied diseases and the age factor on spermogram indicators of men of younger, middle and older age groups.

2. Research materials and methods

Spermograms were obtained during examination of patients at the "Alternative Clinic" reproductive medicine clinic.

Spermograms were evaluated according to indicators: volume of ejaculate, viscosity, number of spermatozoa in 1 ml of ejaculate; the total number of sperm in the ejaculate; motility of spermatozoa according to movement categories A and B; morphology of spermatozoa (percentage of morphologically normal and morphologically altered spermatozoa), Farris fertility index and active sperm count.

Statistical data processing was carried out using the Excel program (in particular, the "Data Analysis" package, calculating the main statistical indicators from direct quantitative data obtained as a result of research (arithmetic mean value – M; standard error of the arithmetic mean m). To assess the reliability of the difference between statistical the characteristics of two alternative sets of data were calculated by the Student's coefficient. The difference is considered reliable at a reliability index of $p \geq 0.95$ (or a significance level of $P < 0.05$). The processing results were displayed in the form of diagrams.

3. Results and discussion

Spermograms were obtained during examination of patients at the "Alternative Clinic" reproductive medicine clinic. In total, we examined 132 men: 56 men aged 20 to 29 years (younger age group), 51 men aged 30 to 39 years (middle age group) and 25 men aged 40 to 50 years (older age group).

We established that in the younger age group (56 patients), 15 men had spermograms consistent with asthenozoospermia, 11 with azoospermia, 15 with teratozoospermia, and 15 with normozoospermia. In the middle age group (51 patients), 13 men had spermograms consistent with asthenozoospermia, 7 with azoospermia, 15 with teratozoospermia, and 16 with normozoospermia. In the older age group (28 patients), 6 men had spermograms consistent with asthenozoospermia, 8 with azoospermia, 5 with teratozoospermia, and 10 with normospermia. As a control, we took the spermograms of patients with normozoospermia.

Having analyzed the results of spermograms of men of different age groups, we found out that the main indicators of deviations in these spermograms are the mobility of spermatozoa according to movement categories A and B; sperm morphology (percentage of morphologically normal and morphologically altered spermatozoa), Farris fertility index and number of active spermatozoa.

The first criterion is sperm motility, which we evaluated according to indicators: A – fast translational movements and B – slow, sluggish translational movements.

In men of the younger age group, patients with teratozoospermia and asthenozoospermia, the mobility of spermatozoa according to categories A and B is 33% and 22%, 18% and 19%, respectively, at the norm of 33% and 18%. When suffering from azoospermia, the mobility of spermatozoa according to categories A and B in men of this age group is 0%.

In middle-aged men with teratozoospermia, sperm mobility in categories A and B is 31% and 22%, respectively, at the norm of 36% and 18%, and in asthenozoospermia, this criterion is 16% and 22%, respectively, at the norm of 36 % and 18%. With azoospermia, these indicators are close to zero.

In men of the older age group, patients with teratozoospermia, the mobility of spermatozoa according to category A and B is 32% and 18%, respectively, with a norm of 29% and 24%, in case of asthenozoospermia, this criterion is 18% and 17%, respectively, with a norm of 29% and 24%, and with azoospermia, these indicators are close to zero (Fig. 1).
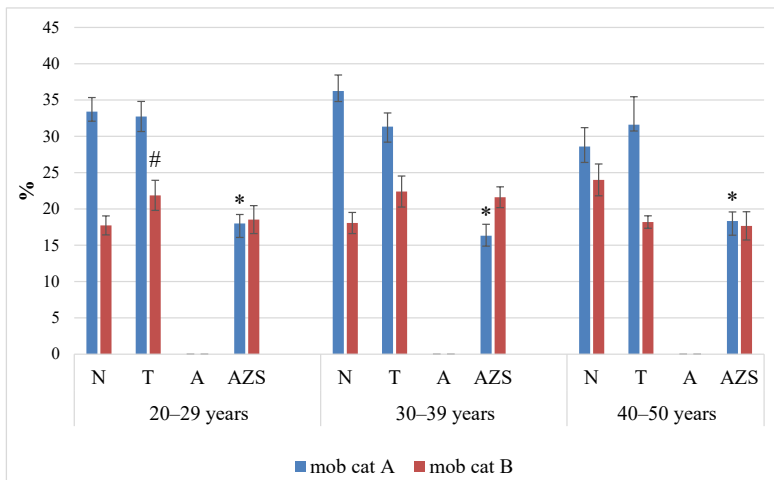

**Fig. 1. Comparison of the mobility of spermatozoa by category A and B
in the spermograms of men of the younger age group (20–29 years), the middle age
group (30–39 years), and the older age group (40–49 years), (N – normozoospermia,
T – teratozoospermia, A – azoospermia, AZS – asthenozoospermia).
Spermograms of men with normozoospermia were taken as controls
* Significantly compared to the control (mobility according to category A), p≥0.95
# Significantly compared to the control (mobility according to category B), p≥0.95**

The next stage of the study of spermograms is the morphology of spermatozoa, which characterizes the reproductive capacity of sperm. We evaluated the morphology of spermatozoa by the number of normal and degenerate spermatozoa.

We found that in the spermograms of men of the younger age group, patients with teratozoospermia, the number of morphologically normal spermatozoa is less compared to controls and is 20% morphologically normal spermatozoa and 80% morphologically degenerate spermatozoa (control: 37% morphologically normal spermatozoa and 63% morphologically degenerate spermatozoa). In the spermograms of men with asthenozoospermia of the same age group, 35% of morphologically normal spermatozoa and 65% of morphologically degenerate spermatozoa were found in 20–29-year-olds, which is also lower than the control. With azoospermia in the spermograms of men of this age group, the studied indicators are 0%.

In spermograms of middle-aged men with teratozoospermia and asthenozoospermia, the percentage of morphologically normal spermatozoa is 19% and 35%, respectively (control 36%), and the percentage of morphologically degenerate spermatozoa is 81% and 65%, respectively (control 64%). With azoospermia in the spermograms of men of this age group, the studied indicators are 0%.

In spermograms of men of the older age group, patients with teratozoospermia and asthenozoospermia, the percentage of morphologically normal spermatozoa is lower compared to controls and is 24% and 36%, respectively (control 36%), and the percentage of morphologically degenerate spermatozoa in these diseases is 76% and 64%, respectively (control 64%). With azoospermia in the spermograms of men of this age group, the investigated indicators are 0% (Fig. 2).
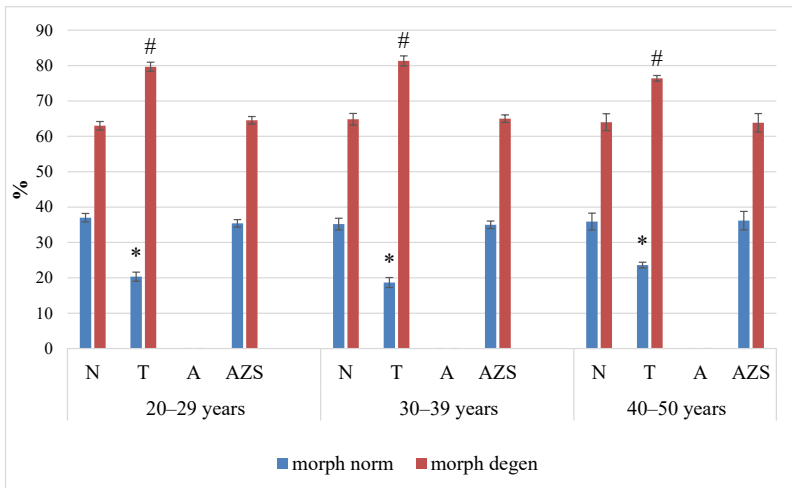

Fig. 2. Comparison of morphologically normal and morphologically degenerate spermatozoa in the spermograms of men of the younger age group (20–29 years), the middle age group (30–39 years), and the older age group (40–49 years), (N – normozoospermia, T – teratozoospermia, A – azoospermia, AZS – asthenozoospermia).
Spermograms of men with normozoospermia were taken as controls
* Significantly compared to the control (percentage of morphologically normal sperm), p≥0.95
 # Significantly compared to the control (percentage of morphologically degenerate spermatozoa), p≥0.95

The following criteria are the Farris fertility index (Farris index), which allows you to assess the chances of natural fertilization (determines the number of fast and mobile, slow and immobile spermatozoa) and the activity and viability of spermatozoa.

In the spermograms of men of the younger age group with teratozoospermia, the Farris index is 165%, the activity and viability of spermatozoa is 33%, in the case of asthenozoospermia, these indicators are 76% and 11%, respectively. Normally, the Farris index is 154%, the activity and viability of spermatozoa is 33%. A decrease in the studied parameters in the spermograms of men of the younger age group with these diseases indicates a low probability

of fertilization. With azoospermia in the spermograms of men of this age group, the studied indicators are 0%.

In spermograms of middle-aged men with teratozoospermia, the Farris index is 114% (normal 160%), sperm activity and viability 21% (normal 27%). This also indicates a low probability of fertilization. In spermograms of men with asthenozoospermia, the Faris index is 158% (normal 160%), sperm activity and viability 20% (normal 27%). With azoospermia in the spermograms of men of this age group, the studied indicators are 0%.

In the spermograms of men of the older age group, patients with teratozoospermia, the Farris index is 138%, the activity and viability of spermatozoa is 21%, while the norm is 164% and 26%, respectively. In the sperm samples of men of this age group, patients with asthenozo-oospermia, the Farris index is 119%, the activity and viability of spermatozoa is 22%, while the norm is 164% and 26%, respectively. With azoospermia in the spermograms of men of this age group, the investigated indicators are 0% (Fig. 3).
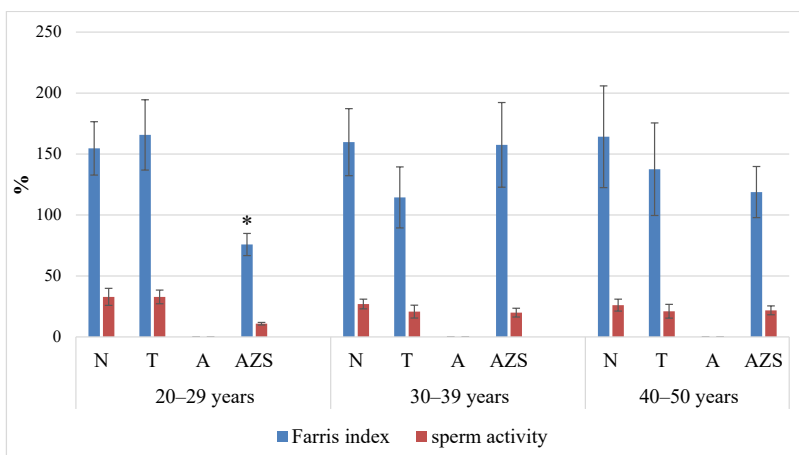

Fig. 3. Comparison of the Farris fertility index and sperm activity in the spermograms of men of the younger age group (20–29 years), the middle age group (30–39 years), and the older age group (40–49 years), (N – normozoospermia, T – teratozoospermia, A – azoospermia, AZS – asthenozoospermia).
Spermograms of men with normozoospermia were taken as controls
* Significantly compared to the control (Farris index), p≥0.95

Analysis of variance spermograms of men of different age groups with asthenozo-oospermia, teratozoospermia and azoospermia. In order to quantitatively assess the influence of teratozoospermia, asthenozoospermia, and azoospermia on the overall variability of sper-mogram indicators of men of younger, middle, and older age groups, 41 series of univariate variance analysis were conducted. The share of the influence of the researched diseases in the overall variability of the sperm motility index according to category A in men of the younger age group is 82% of the total contribution. In men of the middle and older age groups, the share of the influence of the studied diseases on the overall variability of the sperm motility index according to category A probably decreases and amounts to 78% and 75%, respectively, of the total contribution.

The share of the influence of the studied diseases in the overall variability of the sperm motility indicator by category B in men of the younger age group is 63% of the total contribution (the share of the influence of unaccounted factors is 37%), while the share of the influence of the studied diseases in the overall variability of the motility indicator is for men of the middle and older age groups spermatozoa according to category B make up 75% of the total contribution in the older age group (the share of influence of unaccounted factors 25%) and 60% of the total contribution in the middle age group (the share of influence of unaccounted factors 40%).

The share of the influence of the studied diseases in the total variability of the indicator of morphologically normal spermatozoa in men of the younger age group is 93% of the total contribution (the share of the influence of unaccounted factors is 7%), while in men of the middle and older age groups the share of the influence of the studied diseases in the total variability of the indicator of morphologically normal spermatozoa are likely to decrease and constitute 86% of the total contribution for the middle age group (the share of influence of unaccounted factors 14%) and 85% of the total contribution for the older age group (the share of influence of unaccounted factors 15%), respectively.

The share of the influence of the investigated diseases in the overall variability of the indicator of morphologically degenerate spermatozoa in men of the younger age group is 98% of the total contribution (the share of the influence of unaccounted factors is 2%), while the share of the influence of the investigated diseases in the overall variability of the indicator of morphologically degenerate spermatozoa in men of the middle and older age groups are 96% of the total contribution (the share of influence of unaccounted factors 4%) and 96% of the total contribution (the share of influence of unaccounted factors 4%), respectively.

The share of the influence of the studied diseases in the total variability of the Farris fertility index in men of the younger age group is 44% of the total contribution (the share of the influence of factors not taken into account is 56%), while the share of the influence of the studied diseases in the total variability of the Farris fertility index in men of the middle and older age groups is likely decrease and make up 22% of the total contribution for men of the middle age group (the share of influence of unaccounted factors 78%) and 28% of the total contribution for men of the older age group (the share of influence of unaccounted factors 72%), respectively.

The share of the influence of the researched diseases in the overall variability of the sperm activity and viability indicator in men of the younger age group is 34% of the total contribution (the share of the influence of unaccounted factors is 66%), while in men of the middle and older age groups the share of the influence of the researched diseases in the overall variability of the activity indicator and sperm viability is 24% of the total contribution for men of the middle age group (the share of influence of factors not taken into account 76%) and 38% of the total contribution for men of the older age group (the share of influence of factors not taken into account 62%), respectively (Fig. 4).

In order to quantitatively assess the influence of teratozoospermia, asthenozoospermia and azoospermia and the age factor on the general variability of spermogram indicators of men of younger, middle and older age groups, 18 series of two-factor variance analysis were conducted. Having conducted a two-factor variance analysis of the influence of the studied diseases and the age factor on the general indicators of the spermograms of men of different age groups, we found that the share of the influence of the studied diseases in the overall variability of the sperm motility index by category A and B is 98.5% of the total contribution (the share of the influence of the age factor 1%) and 95.4% of the total contribution (share of influence of unaccounted factors 4.4%, share of influence of age factor 1%), respectively.
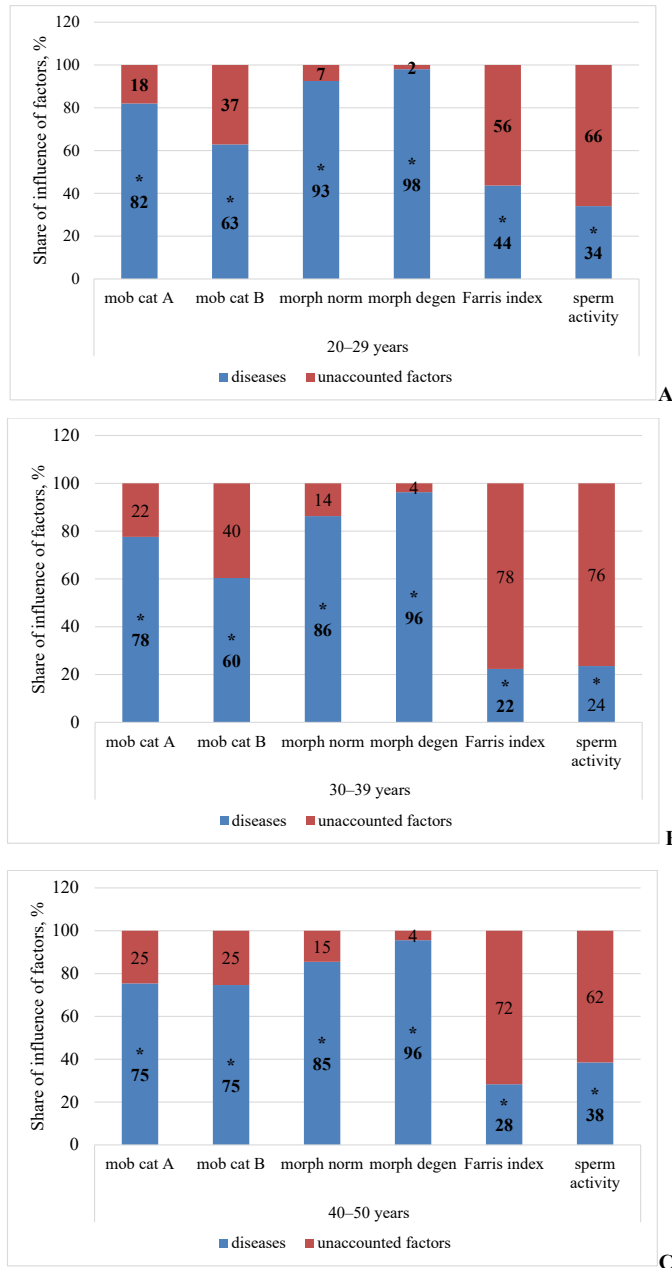
Fig. 4. Results of one-factor variance analysis of the influence of the studied diseases on the general variability of spermogram indicators of men of the younger (A), middle (B) and older (C) age groups
Spermograms of men with normozoospermia were taken as controls
* Significantly compared to the control p≥0.95

The share of the influence of the investigated diseases in the total variability of the indicators of morphologically normal and morphologically degenerate spermatozoa in the spermograms of men of different age groups is 99.4% of the total contribution (the share of the influence of the age factor is 0.6%) and 99.9% of the total contribution (the share of the influence of the factor age 0.1%), respectively.
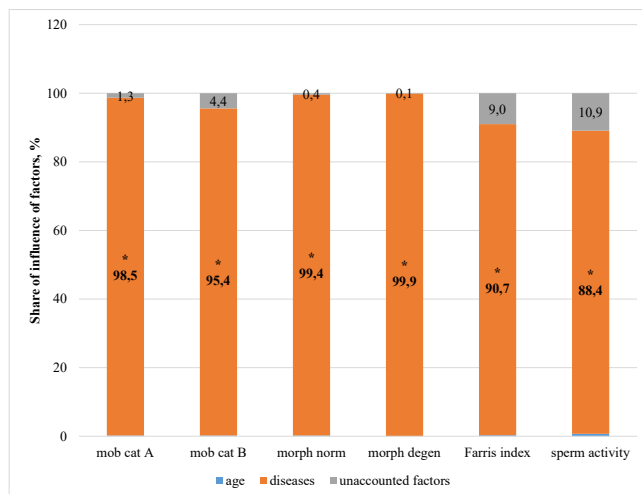

**Fig. 5. Results of a two-factor variance analysis of the influence
of the studied diseases and age on the general variability of spermogram indicators
of men of different age groups.
Spermograms of men with normozoospermia were taken as controls
* Significantly compared to the control, p≥0.95**

The share of the influence of the studied diseases in the total variability of the Farris fertility index in the spermograms of men of different age groups is 90.7% of the total contribution (the share of the influence of unaccounted factors 9%, the share of the influence of the age factor 0.3%).

The share of the influence of the studied diseases in the overall variability of the indicator of sperm activity and viability in the spermograms of men of different age groups is 88.4% of the total contribution (the share of the influence of unaccounted factors 10.9%, the share of the influence of age 0.7%) (Fig. 5).

4. Conclusions

It has been found that the greatest deviations in the studied groups are the mobility of spermatozoa according to categories A and B, the morphology of spermatozoa, the Farris fertility index, and the activity of spermatozoa. We found that in group with asthenozoospermia, the percentage of spermatozoa with motility criteria A and B decreases in the spermograms of men of all age groups. We also found that in the spermograms of men of middle and older age groups with teratozoospermia, the percentage of morphologically normal spermatozoa decreases, and instead, the percentage of morphologically degenerate spermatozoa increases compared to the

control. It is shown that in the spermograms of middle-aged men with teratozoospermia, the Farris fertility index is significantly reduced compared to controls. This indicates a low probability of fertilization. Men of all studied age groups with azoospermia have the lowest ability to fertilize an egg, because this pathology is characterized by the absence of spermatozoa in the ejaculate.

After conducting a univariate variance analysis, we established that the influence of the studied diseases on the overall variability of such indicators of spermograms as the motility of spermatozoa criteria A and B, as well as the morphology of spermatozoa in men of the younger age group ranges from 63% to 98% of the total contribution. The share of influence of the investigated diseases in the total variability of Farris fertility indicators and sperm activity decreases (in the range of 34–40% of the total contribution), and the share of unaccounted factors increases (in the range of 56–66% of the total contribution). It should be noted that the share of the influence of the researched diseases on the total variability of such indicators of spermograms of men of the middle age group, such as the mobility of spermatozoa according to category A and B and the percentage of morphologically normal and degenerative spermatozoa are within 60–96% of the total contribution. The share of the influence of the studied diseases on the overall variability of the Farris fertility index and the activity and viability of spermatozoa significantly decreases (it is within 22–24% of the total contribution), and the share of the influence of unaccounted factors on the overall variability of these indicators increases.

The share of the influence of the studied diseases on the overall variability of such indicators of spermograms as the mobility of spermatozoa according to category A and B and morphologically normal and degenerative spermatozoa in men of the older age group ranges from 75 to 96% of the total contribution. The share of the influence of the studied diseases on the overall variability of such indicators as the Farris fertility index and the activity and viability of spermatozoa significantly decreases (is within the range of 28–38% of the total contribution), and the share of influence of unaccounted factors increases (is within the range of 62–72% of the total contribution).

After conducting a two-factor variance analysis, we established that the shares of the influence of the studied diseases on the overall variability of such indicators of spermograms as motility of spermatozoa according to category A and B, morphology of spermatozoa, Farris fertility index and activity of spermatozoa are decisive and are within the range of 90.7–99.9% of the total contribution, the share of the influence of the age factor on the variability of spermogram indicators of men of different age groups is insignificant.

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